Using Game in the Classroom to Build Vocabulary and Grammar Skills

During this session, we will examine games that motivate students to learn from grammar and vocabulary activities.

- Grammar is an important aspect of language learning, but instruction doesn't always have to focus directly on teaching rules.
- Students enjoy varied methods of learning English grammar and vocabulary.
- Today's games will help students learn, review, and internalize through personal connections and having fun!

Kate Bain

Kate Bain taught English as a foreign or second language for over thirteen years in K-12 and university settings. She was an English language Fellow in Colombia before moving to Washington, DC to work at Georgetown University and now at the U.S. Department of State. She enjoys her current role, in which she gets to manage the American English social media channels and website.

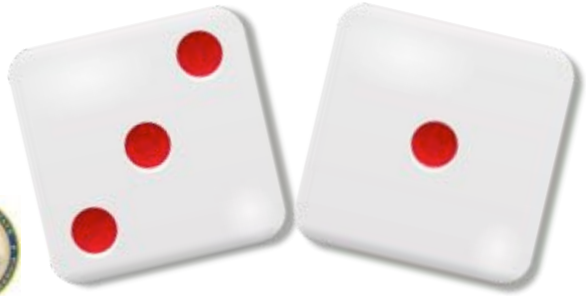
AE AMERICAN ENGLISH

Using Games in the Classroom to Build Vocabulary and Grammar Skills

Kate Bain

AMERICAN AE ENGLISH

What Do I Know About?
FINISH
Love
Diamonds
The moon
The Pacific Ocean
Learning languages
Noodles
Jazz music
Australia
Crocodiles
Electricity
Tigers
Go back to Coffee (3 spaces)
Tokyo
Ancient Rome
Coffee
Baseball
Brazil
Flowers
START: Get your game face on!



Learning languages

AMERICAN AE ENGLISH

Using Games in the Classroom to Build Vocabulary and Grammar Skills

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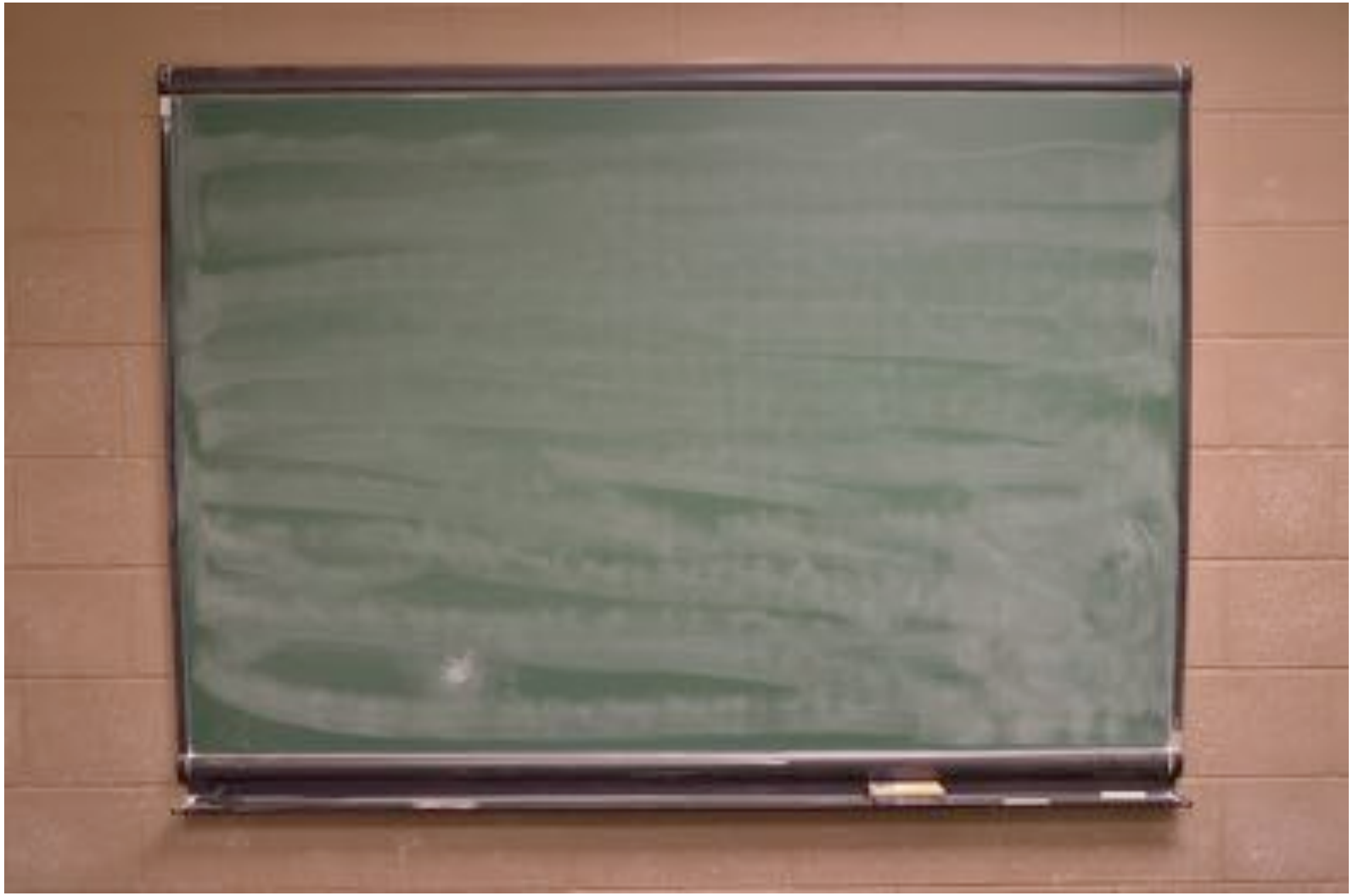
Discussion Questions:

1. What fun activities do you do in the classroom to help your students develop their vocabulary skills?
2. How do you use games in your English language classroom?
3. What are the advantages of using games in the classroom? The disadvantages?

How is language typically taught at your school?



Has this ever happened to you?

Why Games?

Reviewing, reusing, and recycling newly encountered [language] is imperative if students are to fully own [the new language].

- Nico Lorenzutti

Why Games?

Games...

1. Lower the affective filter
2. Increase student talk time
3. Allow time for informal assessment

Why Games?

Games...

4. Motivate students
5. Involve everyone in class
6. Allow for ***fun practice*** of language

What is the purpose of using games in class?

to reinforce what has ***already*** been taught

Meeting Educational Goals

- What specific point are you aiming to introduce or practice with this game?
- Are the instructions and rules easy to understand?
- Does the level of difficulty match the class skill level?
- Does the game require maximum student engagement?
- Will this game cause a classroom management issue?

Activate:

Games for Learning American English

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Setting up Your Classroom for Games

Dice

Game Pieces

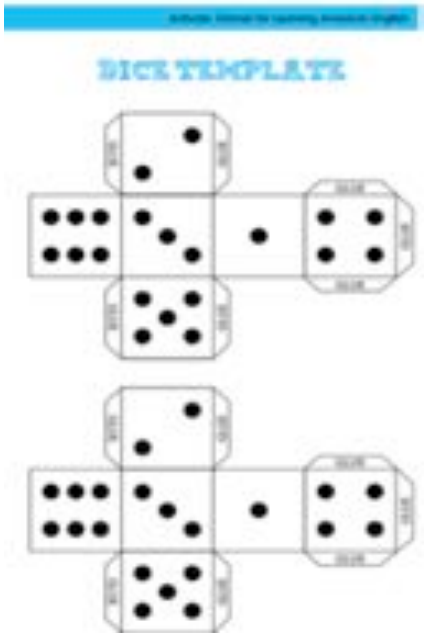
Boards

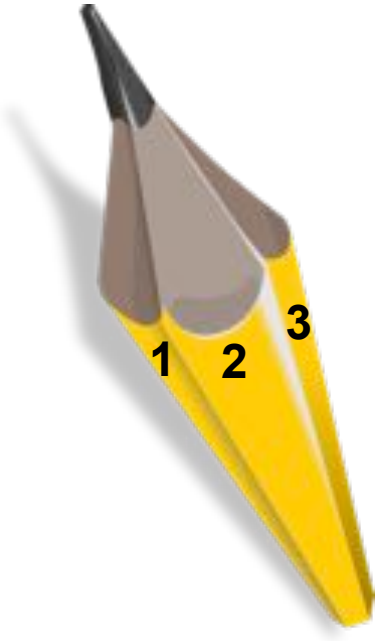
Group Size

Procedure

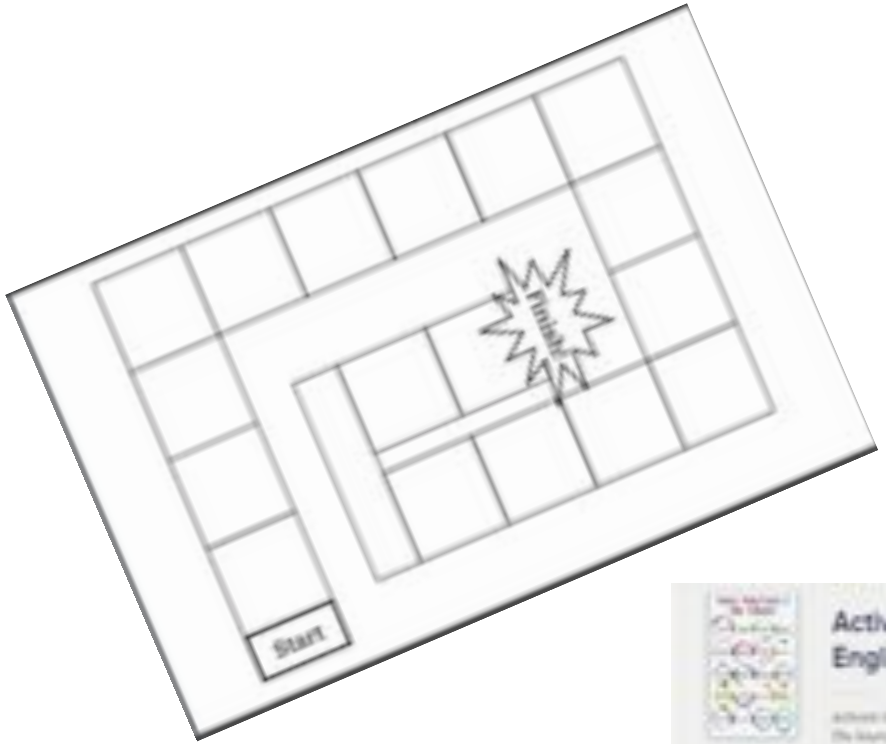
Time Limit

No dice or game pieces? No problem!





Game Boards


Start

Activate Games for Learning American English: Board Games
TABLE OF CONTENTS
Board Game: What You Might Find

Activate: Games for Learning American English

- Grammar Focus: Present Perfect
- Levels: Intermediate/Advanced
- Aims:
  - Practice present perfect form
  - Enhance conversational skills
  - Maintain interest in classroom topics

Have You Ever? Oh, When?

Step One: Students get into **groups of 3 - 4**.

Step Two: Students decide who will take the first turn. They will play in clockwise order thereafter.

Step Three: Students move their game pieces along the path according to the number indicated by the dice.

Step Four: Students read the question that they land on to the group.

Step Five: Each student replies. If they answer "yes," they should describe the last time they did the activity. If the answer is "no," they should describe a related activity that they have done.

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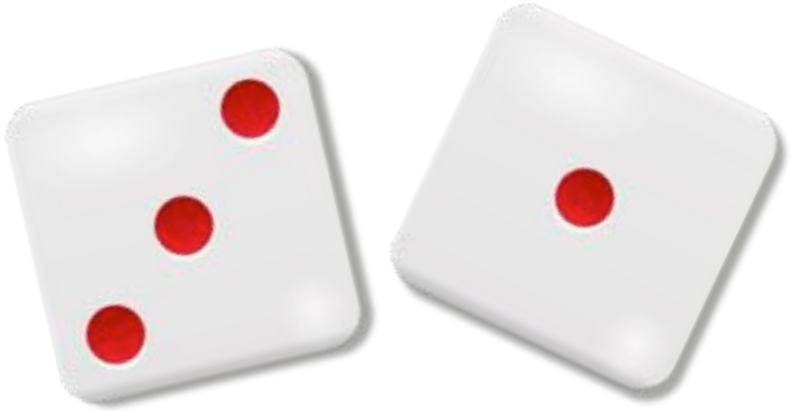

American AE English

Activate: Games for Learning American English

- Grammar Focus:
  - Present Simple

- Levels:
  - Any

- Aims:
  - Practice present simple form
  - Enhance conversational skills
  - Maintain interest in classroom topics

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What Someone Does...

Step One: Students get into **groups of 3 - 4**.

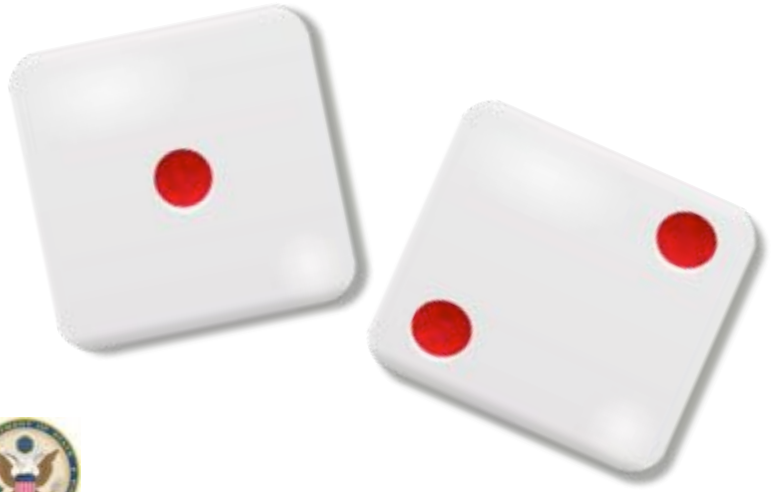
Step Two: Students decide who will take the first turn. They will play in clockwise order thereafter.

Step Three: Students move their game pieces along the path according to the number indicated by the dice.

Step Four: Students read the phrase that they land on to the group.

Step Five: Students list three things that one does in this place or condition. No player is allowed to repeat something that has already been said.

What Someone Does
start:
were pumped
in a movie theater
at the beach
on vacation
in a car
in New York
at a birthday party
on a tropical island
in a forest
in China
go back 3 spaces
in a kitchen
on a large ship
at a wedding
go back to start
in English class
when watching a scary film
when hungry
when in love
when late for an appointment
when sick
finish



on vacation

Activate: Games for Learning American English

- Grammar Focus:
  - Past Simple
- Levels:
  - Any

- Aims:
  - Practice past simple form
  - Enhance conversational skills
  - Maintain interest in classroom topics

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The Truth About Me

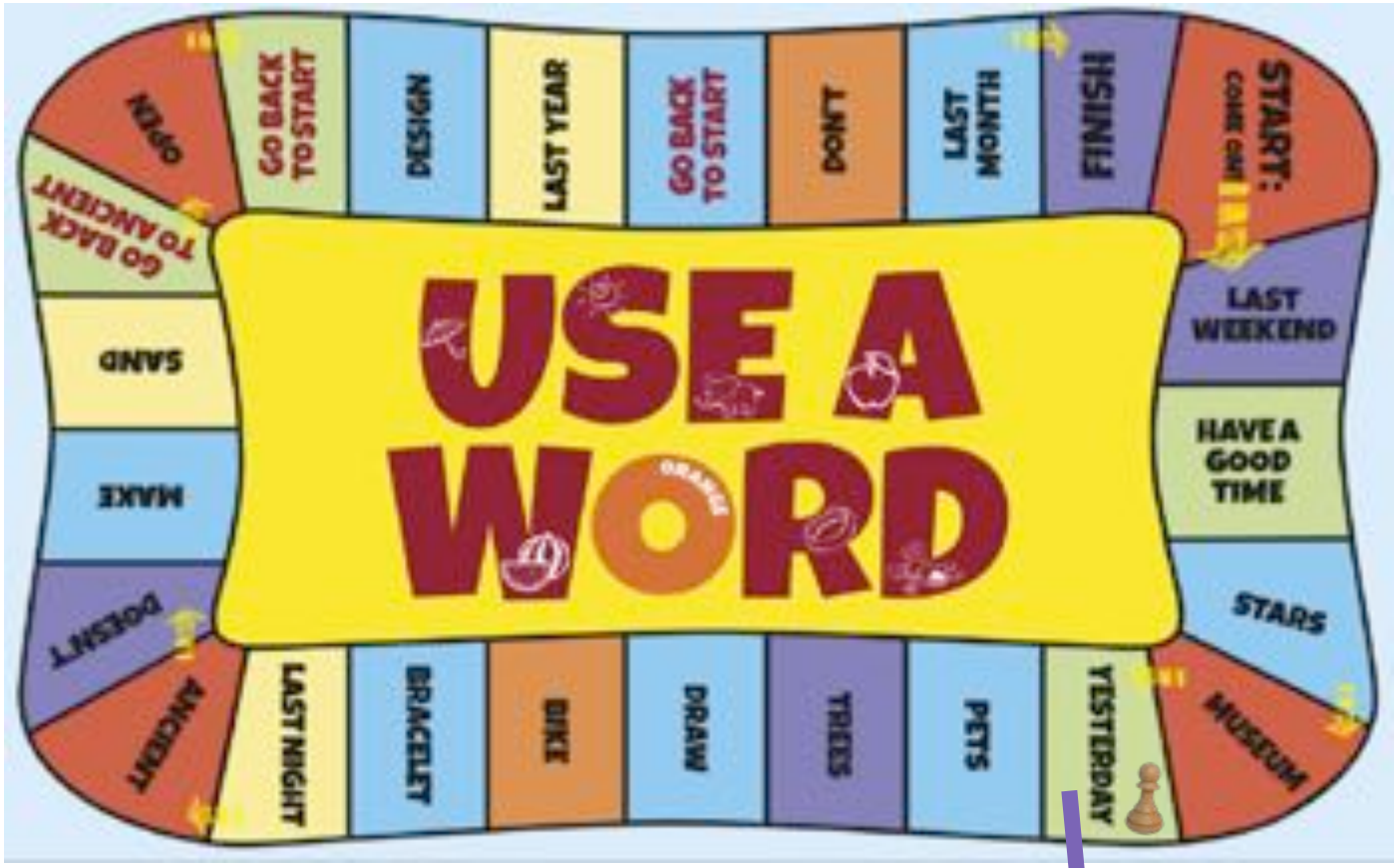
Step One: Students get into **groups of 3 - 4**.

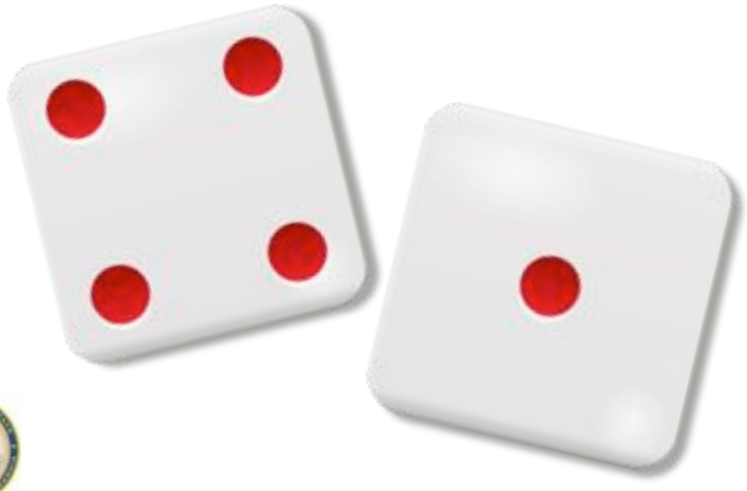
Step Two: Students decide who will take the first turn. They will play in clockwise order thereafter.

Step Three: Students move their game pieces along the path according to the number indicated by the dice.

Step Four: Students read the word that they land on to the group.

Step Five: Players then use the word to make a true sentence about themselves.


USE A WORD
START!
COME ON!
LAST WEEKEND
HAVE A GOOD TIME
STARS
MUSEUM
YESTERDAY
PETS
TREES
DRAW
BIKE
BRACELET
LAST NIGHT
ANCIENT
DOESN'T
MAKE
SAND
GO BACK TO ANCIENT
OPEN
GO BACK TO START
DESIGN
LAST YEAR
GO BACK TO START
DON'T
LAST MONTH
FINISH



YESTERDAY

Vocabulary Race

Vocabulary Race

Goals:

- Identify target vocabulary words by definitions
- Cooperate with classmates to find correct answers

Materials:

- List of words with matching definitions
- Note cards with vocabulary words ***OR***
- Chalk or markers for writing on the board

Student Activity:

- Students form groups and one student per turn races to indicate the correct word for a definition.

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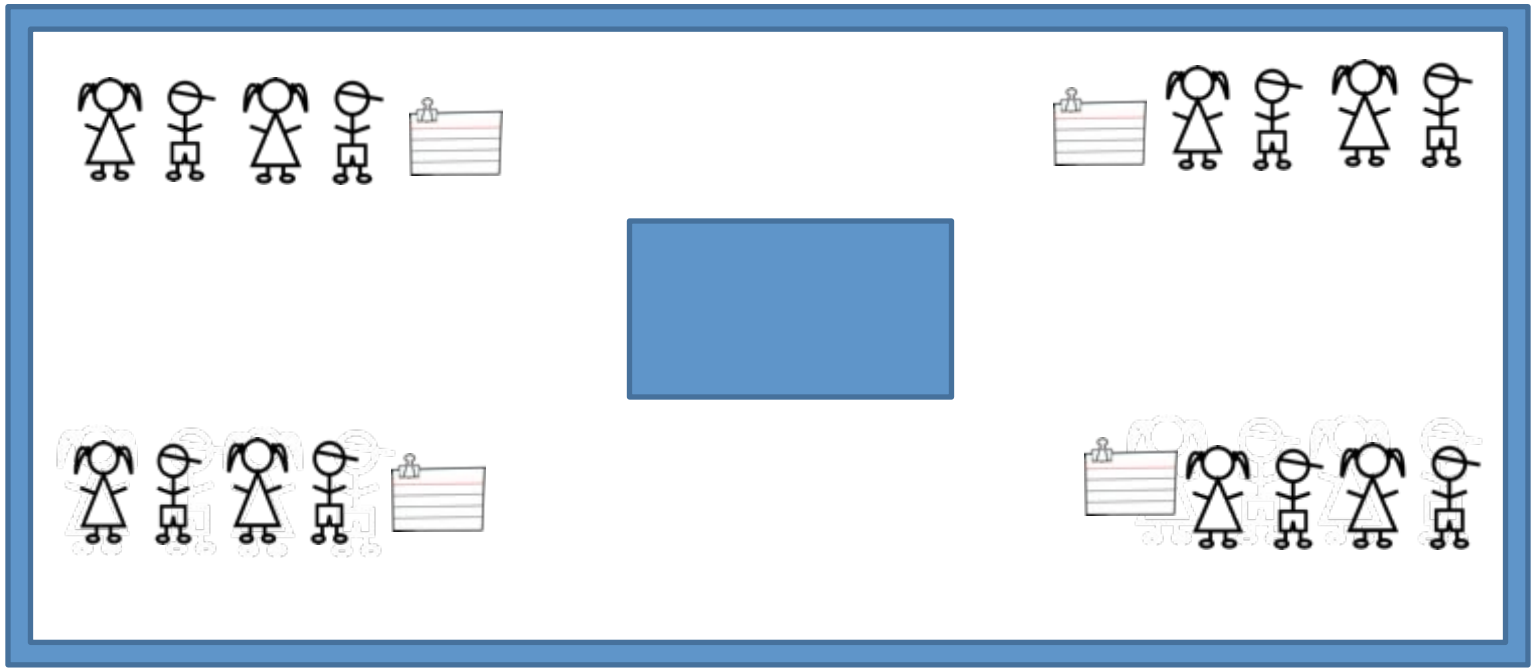
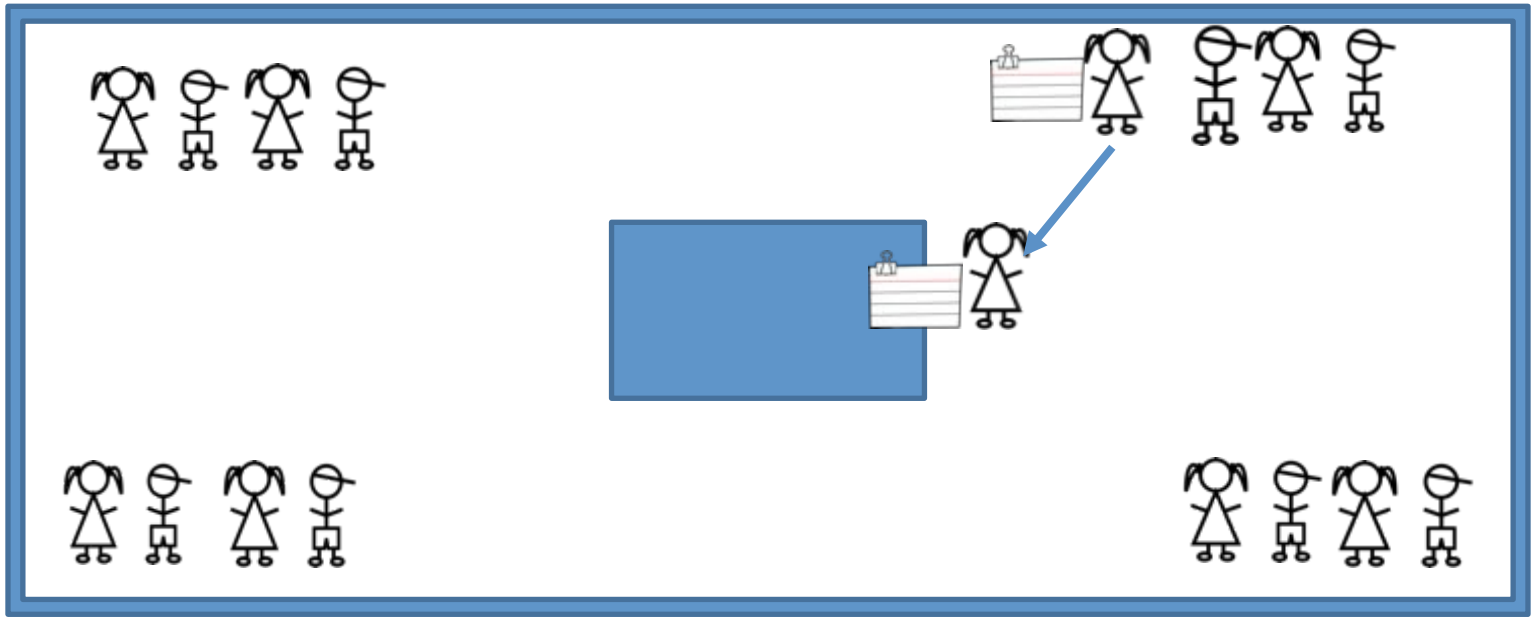
Vocabulary Race: Procedure

- *Students form groups.*
- *Students go to different parts of the room.*
- *The teacher gives all students a stack of note cards with the vocabulary words written on them.*



Vocabulary Race: Procedure

- *Students hear a definition of a word. In their group, they select the correct word from the cards.*
- *The designated student runs to the designated spot and puts the note card with the correct word on the table.*



Vocabulary Race: Procedure

- *The group with the winning student earns a point.*
- *A new student is designated for the next round, and so on.*
- *The group with the most points wins!*

Vocabulary Race: Jobs

server

Definition:

A person who takes orders in a restaurant while you are seated at a table

Vocabulary Race: Jobs

doctor

Definition:

A person who helps you when you are sick and prescribes medicine

Vocabulary Race: Jobs

Definition:

A person who gives lessons about a topic and inspires students to be their best

teacher

Vocabulary Race – Other Ideas?

Speed Words

Speed Words

Objective: Students practice words or phrases they've recently learned in class

Materials: Chairs, note cards and pencils

Main activity:

Students stand in a line and review vocabulary by explaining words to their team mates and moving through a line. The first team to complete review of all words is the winning team!

Speed Words – Procedure

- Students are divided into teams (perhaps 5 teams).

Team 1

Team 2

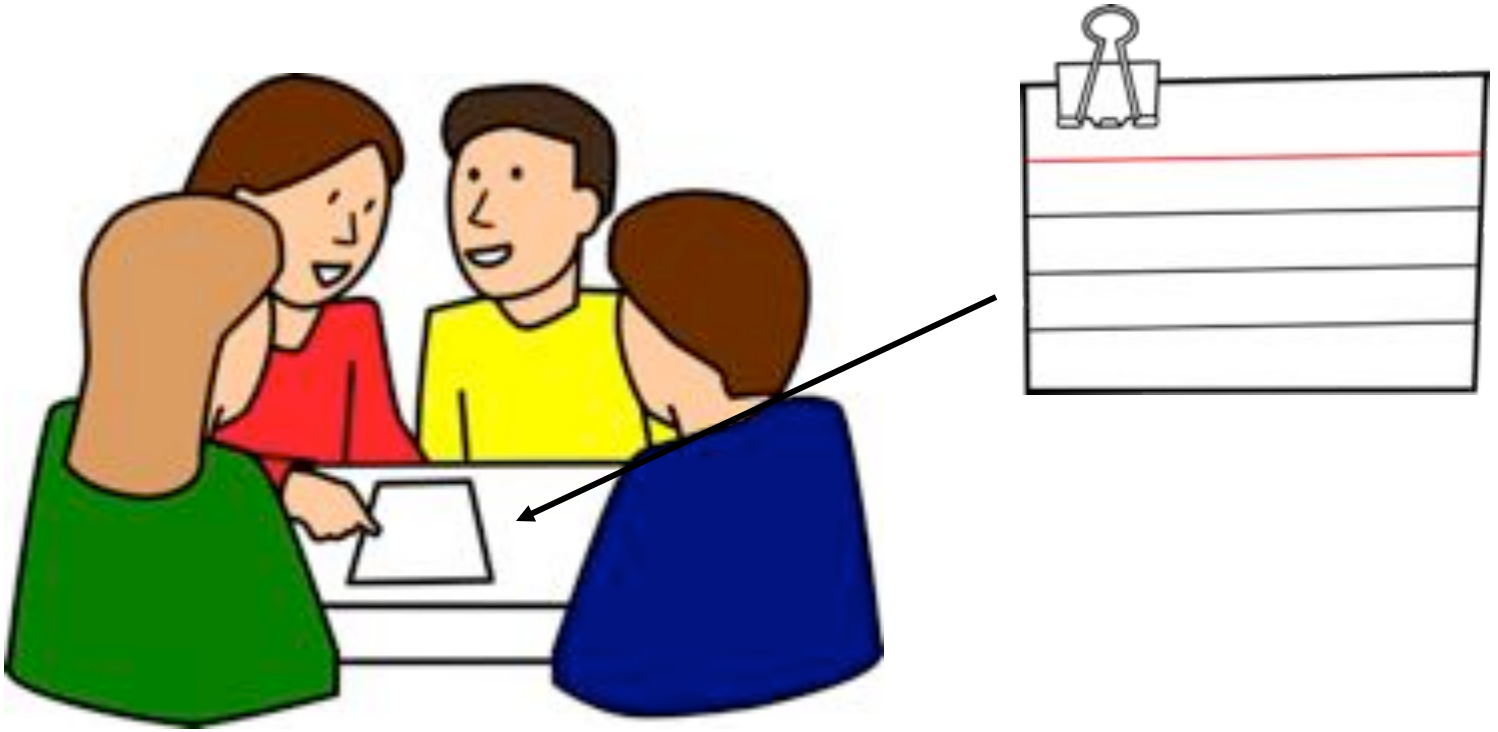
Team 3

Team 4

Team 5

Speed Words – Procedure

- Students write words on note cards that have recently been studied. (



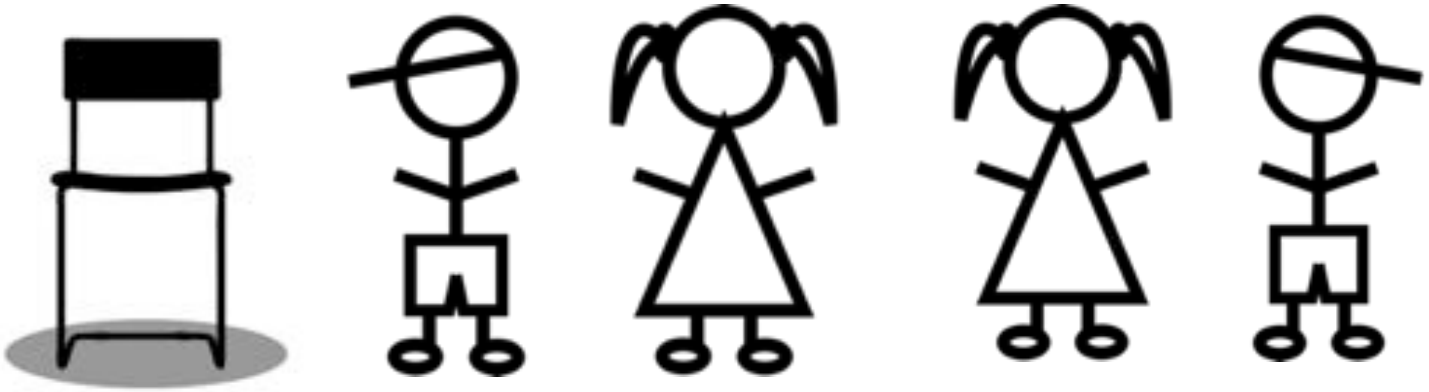
Speed Words – Procedure

- Teacher sets up chairs at the front of the room – one chair for each team.

Team 1 | Team 2 | Team 3 | Team 4 | Team 5

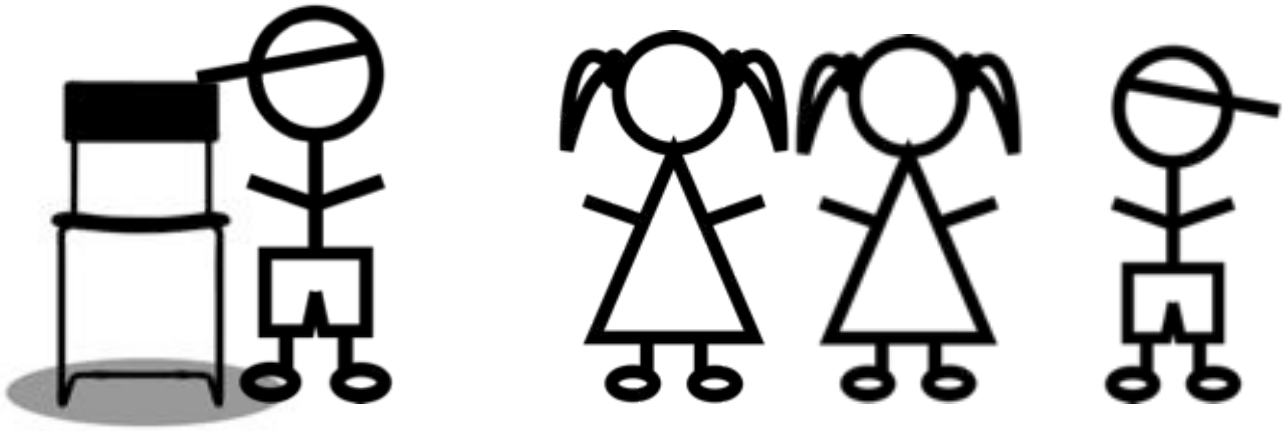
Speed Words – Procedure

- After words are collected, students line up in teams with their chair.



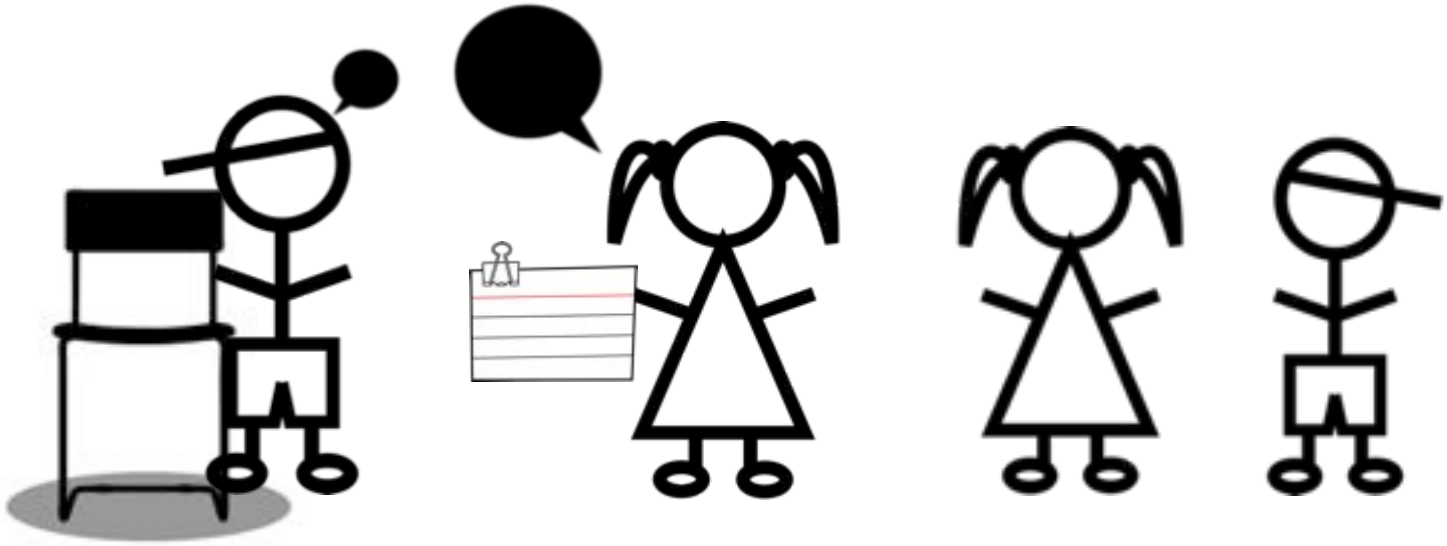
Speed Words – Procedure

- One student sits in the chair and the others line up in front of him or her.



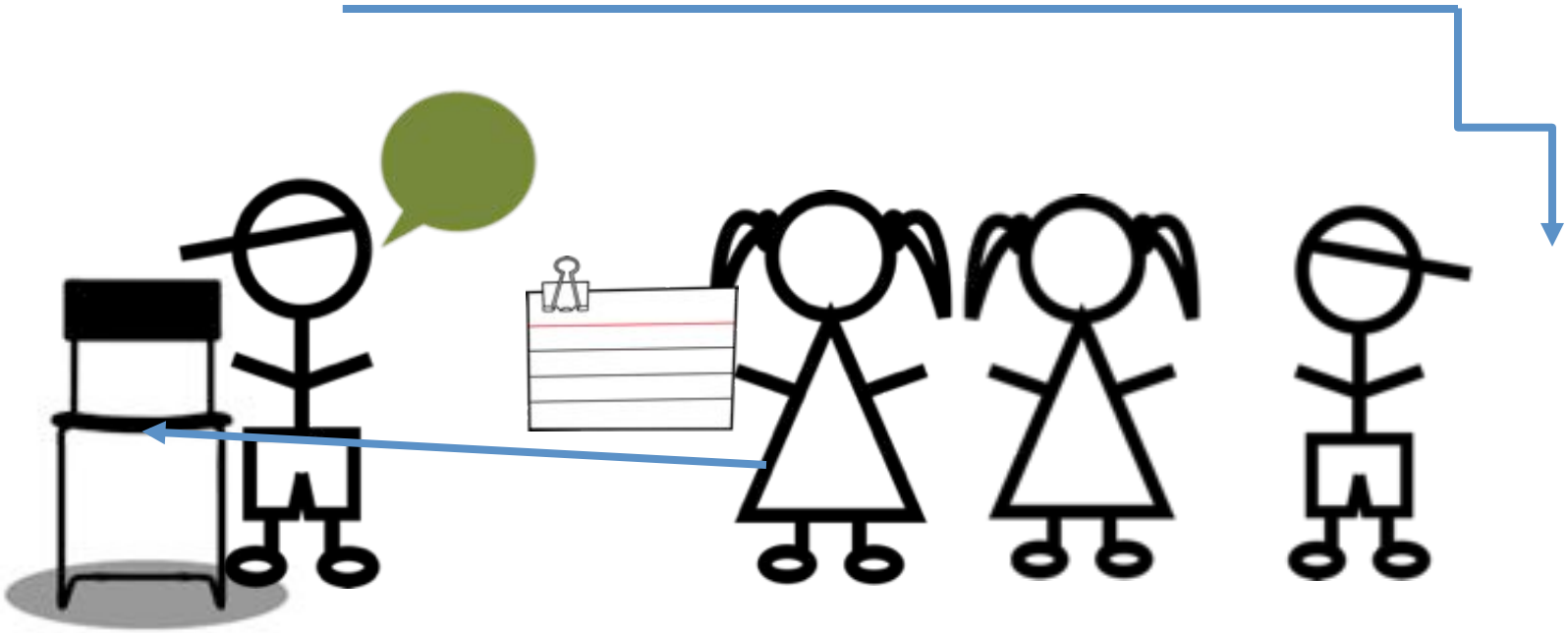
Speed Word – Procedure

- The first student in the line picks a card and explains the word to the student in the chair.



Speed Word – Procedure

- When the seated student guesses the word, he or she goes to the back of the line and the student in front sits in the chair.



Speed Word – Procedure

- This is repeated until all the first team has correctly completed all of their words.
- The first team to complete wins!

Speed Words – Other Variations?

#MovableClass Video Campaign

March 7 - April 5

How do you and your students move in the classroom?

SHARE YOUR VIDEO TODAY!

#MovableClass Instructions

- Take a video of yourself in your classroom describing your class activity (ONE minute or less).
- Tell us, "My students move when we _____."
- Post the video to www.facebook.com/AmericanEnglishforEducators ***OR*** email it to americanenglish@state.gov.
- Don't forget to include your name, city, and country, and use the hashtag #MovableClass.
- If you would like to include students, you MUST email americanenglish@state.gov with a signed form indicating that they have agreed to be a part of this video. If they are under the age of 18, their parents need to sign this form. Email us to request the form!

http://bit.ly/FB_MovableClass

Recap

- We talked about why games are a great way to practice grammar and vocabulary in your classroom.
- We showed you many examples of games you can use.
- We reminded you of how you can participate in our #MovableClass campaign!

Thank you!

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