



YWAM MONTANA | LAKESIDE

FUN ACTIVITIES FOR TEACHING ENGLISH

PROVIDED BY THE TESOL DEPARTMENT AT YWAM MONTANA-LAKESIDE
FOR MORE RESOURCES LIKE THIS, EMAIL: TESOL@YWAMMONTANA.ORG
OR ATTEND ONE OF OUR SEMINARS - YWAMMONTANA.ORG/TESOL

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

*THIS RESOURCE HAS BEEN COMPILED BY THE TESOL DEPARTMENT AT YWAM MONTANA-LAKESIDE
FOR MORE RESOURCES LIKE THIS, EMAIL: TESOL@YWAMMONTANA.ORG
OR ATTEND ONE OF OUR SEMINARS, VISIT: YWAMMONTANA.ORG/TESOL*

March 2015 Version

CONTENTS

INTRODUCTION 5

TIPS FOR TEACHERS 6

Which level are my students?

How to prepare a lesson, FAST!

Some things to think about

Customize the Activities

ACTIVITY LISTS 9

SPEAKING ACTIVITIES 11

LISTENING ACTIVITIES 15

PRONUNCIATION ACTIVITIES 18

NON-ENGLISH ACTIVITIES 18

USEFUL WEBSITE LINKS 20

LINKS FOR TESOL VIDEOS 21

APPENDIX: Activity Sheets and Lesson Plans 23

Activity Sheet – Digital Scavenger Hunt

Activity Sheet – Traditional Scavenger Hunt

Activity Sheet – “Find Someone Who”

Blank Lesson Plan Templates – “PPP” Lesson Plan

NOTES 31

*Don't wait for extraordinary opportunities.
Seize common occasions and make them great.*

- O R I S O N S W E T T M A R D E N

*Friendship is born at that moment when one person says to another :
"What! You too? I thought I was the only one..."*

- C . S . L E W I S

INTRODUCTION

This is a list of fun activities that can be used for English classes, youth gatherings, cultural exchange camps, and many other types of events. We have compiled these over the last ten years while teaching students of all ages in the U.S. and Asia. These come from our personal search for activities that are enjoyed by both students and teachers alike. We hope you and your students will enjoy them as much as we have! They can be added to lessons to make your curriculum come alive. They can also stand alone when you're in a pinch for time; see the section titled "How to prepare a lesson, FAST!" for ideas on how to survive that awkward moment when someone asks you to teach an impromptu English class with little time and zero preparation. These will also help you as you look for ways to make your lessons more engaging and fun for everyone. This is not an exhaustive list, but it is a good starting point. Please share your own discoveries with us! (You can email your own great ideas to tesol@ywammontana.org)

There are two billion people around the world right now learning the English language. With so many people seeking someone to teach them English, there are a lot of opportunities to become a "teacher." Some opportunities are obvious, some less obvious. You will find that doing simple things like sitting around tables in coffee shops with university students, or cooking a meal together with adults, or making crafts and kicking soccer balls with children...provide real experiences for them to practice their English with you. Don't hide or run away from these moments. Every potential "student" you bump into is another life you can positively impact in a way that goes far beyond the reaches of language.

When searching for resources to aide your language students, it's important to realize that one of the greatest things you have to offer them is yourself. By you just being there and speaking genuine English with them, you will model how to correctly speak the language. Many people just need a good model and an encouraging friend in order to learn a foreign language. Take time to just hang out with people. Develop relationships. Value the power of friendship. University students came to our exchange camps and language classes because of their need for English. They kept coming back and allowed us to fully invest in their lives because of relationship and because we were willing to have a little fun with them. Therefore, learn to have fun, and have fun while learning. Be a good model in every way. And never underestimate a good karaoke jam or dance party.

TIPS FOR NEW TEACHERS

Which level are my students?

BEGINNING

This person speaks little to no English. Beginners often know a handful of English words and a few short phrases that have been learned mostly through memorization (“Hello, how are you?” / “I’m fine, thanks.”) but very little ability to create real sentences on their own. A true beginner is someone who actually knows no English whatsoever, however most people you will teach will have at least some previous experience learning the English language.

Advice for teaching beginners: Choose simple and concrete vocabulary (things that you can see, touch, smell, hear, taste), model things as much as you can rather than explain (“I am sitting.” Teacher sits down. / “He is standing.” Teacher points to student who is standing.), use lots of repetition and go for mastery of simple language rather than teaching your students too much, too fast. Use visuals for things you can’t explain, and always use real objects instead of pictures whenever possible. Write a few model sentences on the board for your students to read while practicing their speaking. Turn these into fill-in-the-blank exercises that allow students to read the sentence while adding one of the vocab words learned that day.

ELEMENTARY (OR “LOWER INTERMEDIATE”)

This person has enough vocabulary and understanding of the English language that they can form a few short, basic sentences on their own. (“I have two sisters.” / “I like hamburgers.” / “The sky is blue and the grass is green.”) An elementary level speaker may not always form correct sentences, but they can often get the point across even if it means using some incorrect language. At this level, and below, students are still unable to communicate using abstract or highly specific terms (only teach concrete and general terms: non-specific vocabulary that the students can see, touch, smell, hear, taste).

Advice for teaching elementary students: Begin practicing longer sentences, building a broader vocabulary based on what students have already been taught. Teach descriptive language: “The small chair is brown.” Teach prepositions: “The chair is next to the table.” Teach connective terms: “The chair and the table are in the kitchen, but the couch is in the living room.” Also continue to add to their vocabulary of nouns and verbs, and give them situations in which to practice (at the restaurant, at the doctor, at the market). Begin using role plays!

INTERMEDIATE

This person has a good grasp of the English language. They can form semi-complex sentences and have a large vocabulary of words to draw from. (“My favorite thing to do is go to the movies with my friends.” / “I’m afraid of spiders and I think they’re absolutely disgusting.”) An intermediate level speaker will still mispronounce some words and mix up their sentences from time to time.

Advice for teaching intermediate students: Continue building on what your students have already learned. You are now able to begin introducing more complex ideas, including abstract terms (**topics such as love, happiness, honor...**things that can't be felt, seen, tasted, etc) and specific terms ("I have two half-sisters, and one stepbrother." / "I like bacon cheeseburgers."

ADVANCED

This person has a great grasp of the English language. There are little to no errors in speech, although an accent may still be apparent.

Advice for teaching advanced students: At this level, you may teach on virtually **any topic that's interesting or meaningful** to your student. Some vocabulary will still be new to your students, however, instead of trying to figure out what the student hasn't learned yet, create opportunities for self-exploration where the student can find their own answers, and help them whenever they get stuck or have a question. Great activities for advanced students are: **discussions, debates, oral presentations, problem solving, and research projects or artistic projects**. Some of these can be completed either on an individual or group basis, however using group-based projects allows for greater use of communicative skills. These can be assigned by you, the teacher, or they can be self-selected by the student, based on their own interest. Your students will most likely retain an accent when speaking, even as an advanced speaker, but as long as their pronunciation is clear enough to communicate, don't try to remove their accent. (Accents often allow people to keep close ties to their culture, and insisting that your students speak without an accent would be insensitive. Help your students speak clearly, with correct pronunciation when necessary, but allow them to keep their accent and culture intact.)

How to prepare a lesson, FAST!

- **SCOUT OUT THE LAND:** Try to find out what level of student you are teaching and what resources you'll have access to. Use the above guide as a reference for understanding your student's level and advice for teaching them. If you are able, ask your contact for more tips and insight into what your students have learned previously, what would they like to learn or practice with you, and what that might look like.
- **WRITE DOWN A PLAN:** If you are in a hurry, just select a few activities from this pamphlet, and tie them together into a single topic using as much repeatable vocabulary as possible. Check if you need any materials before you teach. If you have other curriculum, you may also be able to select a unit from a book. Choose a topic or unit that your students may find interesting, and one that is at an appropriate level (or adapt the curriculum to better fit their level). If you're teaching a large group and only have one student book to share, then find a few exercises from the book to copy to a whiteboard, and have students practice with you in different groupings: as a whole class, in small groups, and with partners.

Some Things to Think About

- Focus on **Speaking** and **Listening**. (That's often what people need to practice most, and that's probably what you do best.)
- Don't focus on Reading, Writing, and lots of grammar rules, unless asked.
- Don't modify your speech by speaking very slowly, or in broken English.
- Speak naturally, using simple, but complete sentences.
- Do activities that keep students talking! (Don't do all the speaking.)
- Give clear directions, and keep them simple and short. Repeat if necessary.
- Always model the activity (with a fellow teacher or student) before asking the class to participate.
- **Don't force students** to say or do something before they're ready, or to change their pronunciation/accent and other parts of their culture. (**Create a safe environment** for them to practice their English, and be a good model for them to follow.)
- Limit the amount of new material. Teach a small chunk, and then use it a lot. Don't be afraid to use **repetition**. (It is better to go over something a lot so they get mastery than to introduce lots of new material so they feel overwhelmed.)
- Teach relevant English content, especially words and phrases they can practice every day. (Ask your students, "What do you **want** to learn?")
- Find content that is **meaningful** to the student, keep it **interesting**, and make sure the content is comprehensible (able to be understood) by the student.
- Use magazines and newspapers to find colorful photographs and real, up-to-date content (such as current news, etc).
- **Take responsibility** for your student's learning. A good teacher takes interest in whether their students are learning or not. If they're not learning, what can you do differently to help them?
- **Praise** your students, be specific, and give them fun prizes like candy or stickers.
- Know your students by name. Be friendly. SMILE.
(If you don't know their name yet, try starting with A6 or A8)

Customize the Activities

- In the following activity descriptions, details that can be easily modified or adapted in order to fit your lesson have been **written in green**.

ACTIVITY LISTS

All-Time Favorites

Digital Scavenger Hunt (A2), Charades (A5), 20 Questions (B1), Parachute Man (B2), Pictionary (B3), Jeopardy (B5), Giving Directions (B8), (B10), Make a collage and describe it (B12), Dialogues (B15), Open-ended questions (B17), Simon Says (C1), Elbow to Elbow (C2), Upset the Fruit Basket (C4), Blindfolded Directions (C6), Finger Catching (C7), Bad Acting (C9), Body Alphabet (C10), Draw Back-To-Back (C12), Jumbled Sentence (G1), Predict the end of the story (H1), Tongue twisters (J1)

Minimal Materials Needed (Just Go.)

Role Play (A3), Charades (A5), Toss the Ball Games (A9), Giving Directions (B8), “What’s happening in this picture?” (B10), Describe your picture (B11), Two Truths and a Lie (B13), Dialogues (B15), Interviews (B16), Open-ended questions (B17), Simon Says (C1), Elbow to Elbow (C2), Upset the Fruit Basket (C4), “Move if ____” (C5), Blindfolded Directions (C6), Finger Catching (C7), Freeze Frame (C8), Bad Acting (C9), Body Alphabet (C10), Draw Back-To-Back (C12), Telephone game (D1), Predict the end of the story (H1), Tongue twisters (J1), Ninja (K1), Animal Pass (K2), Name that Movie (K5)

Fun for Children

Traditional Scavenger Hunt (A1), Toss the Ball Games (A9), Parachute Man (B2), Giving Directions (B8), Describe your picture (B11), Make a collage and describe it (B12), Open-ended questions (B17), Simon Says (C1), Elbow to Elbow (C2), Upset the Fruit Basket (C4), “Move if ____” (C5), Blindfolded Directions (C6), Bad Acting (C9), Body Alphabet (C10), Draw On Your Head (C11), Telephone game (D1), Predict the end of the story (H1), Tongue twisters (J1), Animal Pass (K2), Sports (K6), Dancing (K7)

Engaging for Youth

Traditional Scavenger Hunt (A1), Digital Scavenger Hunt (A2), Newspaper Role Play (A4), Charades (A5), Jeopardy (B5), Giving Directions (B8), “What’s happening in this picture?” (B10), Describe your picture (B11), Make a collage and describe it (B12), Two Truths and a Lie (B13), Who’s Who? (B14), Dialogues (B15), Interviews (B16), Open-ended questions (B17), Make Your Own Memes (B18), Newspaper Headlines and Captions (B19), Elbow to Elbow (C2), Upset the Fruit Basket (C4), “Move if ____” (C5), Blindfolded Directions (C6), Finger Catching (C7), Freeze Frame (C8), Bad Acting (C9), Body Alphabet (C10), Draw Back-To-Back (C12), What Time Is It? (C13), Answering the Telephone (D2), Running Dictation (F1), Information Gaps (F2), Jumbled Sentence (G1), Predict the end of the story (H1), Tongue twisters (J1), Chain drills (J2), Ninja (K1), Karaoke (K3), Air Guitar (K4), Name that Movie (K5), Sports (K6), Dancing (K7)

Interesting for Adults

Digital Scavenger Hunt (A2), Newspaper Role Play (A4), 20 Questions (B1), Taboo (B4), Jeopardy (B5), Tic-Tac-Toe (B7), Giving Directions (B8), Describe your picture (B11), Two Truths and a Lie (B13), Who’s Who? (B14), Dialogues (B15), Interviews (B16), Open-ended questions (B17), Newspaper Headlines and Captions (B19), “Move if ____” (C5), Freeze Frame (C8), Bad Acting (C9), Draw Back-To-Back (C12), Answering the Telephone (D2), Information Gaps (F2), Notetaking (F3), Jumbled Paragraph (G2), Predict the end of the story (H1), TED talks (I2), Chain drills (J2), Animal Pass (K2), Name that Movie (K5)

Good Practice for University / Business

Taboo (B4), Jeopardy (B5), Oral Presentations (B9), Two Truths and a Lie (B13), Who's Who? (B14), Dialogues (B15), Interviews (B16), Newspaper Headlines and Captions (B19), Answering the Telephone (D2), Information Gaps (F2), Notetaking (F3), Jumbled Passage (G3), Predict the end of the story (H1), TED talks (I2), Tongue twisters (J1), Chain drills (J2)

Things to do in a Coffee Shop

20 Questions (B1), Taboo (B4), "What's happening in this picture?" (B10), Describe your picture (B11), Two Truths and a Lie (B13), Who's Who? (B14), Interviews (B16), Open-ended questions (B17), Newspaper Headlines and Captions (B19), Draw Back-To-Back (C12), Information Gaps (F2), Predict the end of the story (H1), Tongue twisters (J1)

Large Crowds and Big Events

Digital Scavenger Hunt (A2), Charades (A5), 20 Questions (B1), Parachute Man (B2), Pictionary (B3), Jeopardy (B5), Two Truths and a Lie (B13), Elbow to Elbow (C2), Upset the Fruit Basket (C4), "Move if ____" (C5), Blindfolded Directions (C6), Finger Catching (C7), Bad Acting (C9), Body Alphabet (C10), Tongue twisters (J1), Karaoke (K3), Air Guitar (K4), Name that Movie (K5), Dancing (K7)

Let's Go Outside

Traditional Scavenger Hunt (A1), Toss the Ball Games (A9), Giving Directions (B8), Simon Says (C1), Elbow to Elbow (C2), Upset the Fruit Basket (C4), "Move if ____" (C5), Blindfolded Directions (C6), Bad Acting (C9), Body Alphabet (C10), Telephone game (D1), Running Dictation (F1), Tongue twisters (J1), Ninja (K1), Sports (K6)

Total Physical Response

Role Play (A3), Newspaper Role Play (A4), Charades (A5), Giving Directions (B8), Simon Says (C1), Elbow to Elbow (C2), Twister (C3), "Move if ____" (C5), Blindfolded Directions (C6), Freeze Frame (C8), Bad Acting (C9), Body Alphabet (C10), Name that Movie (K5)

Great for Learning

Role Play (A3), Pictionary (B3), Giving Directions (B8), Oral Presentations (B9), "What's happening in this picture?" (B10), Describe your picture (B11), Make a collage and describe it (B12), Dialogues (B15), Interviews (B16), Open-ended questions (B17), Newspaper Headlines and Captions (B19), Elbow to Elbow (C2), "Move if ____" (C5), Blindfolded Directions (C6), Freeze Frame (C8), Body Alphabet (C10), Draw Back-To-Back (C12), Answering the Telephone (D2), Running Dictation (F1), Information Gaps (F2), Notetaking (F3), Jumbled Sentence (G1), Predict the end of the story (H1), Tongue twisters (J1)

Icebreakers (First Day Activities)

"Find Someone Who ____" (A6), The Name Game (A8), Make a collage and describe it (B12), Two Truths and a Lie (B13), Simon Says (C1), "Move if ____" (C5), Telephone game (D1), Tongue twisters (J1)

Warm-ups (Welcome, Class!)

Newspaper Role Play (A4), Charades (A5), "Find Someone Who ____" (A6), Toss the Ball Games (A9), 20 Questions (B1), Parachute Man (B2), Pictionary (B3), "What's happening in this picture?" (B10), Open-ended questions (B17), Simon Says (C1), Upset the Fruit Basket (C4), "Move if ____" (C5), Finger Catching (C7), Draw On Your Head (C11), Telephone game (D1), Jumbled Sentence (G1), Tongue twisters (J1), Animal Pass (K2)

SPEAKING ACTIVITIES

Physical and Verbal Response

- A1** Traditional Scavenger Hunt– pass out a **list of things to do or find**, first individual (or team) to complete the list wins (use **vocab** that the student is learning in the class room, or **conversational interactions**) EXAMPLE: Give someone a compliment / Ask a stranger a question / Find something hard and green
- A2** Digital Scavenger Hunt– teams use their phones or cameras to take photos of the **items on their list** (students practice speaking by working together in teams)
- A3** Role play– give students a **scenario**, and a specific **character or role** to play (optional), students act out the scenario together using realistic speech and gestures, EXAMPLE: Cashier at a Fast Food Restaurant / Customer Ordering Food
- A4** Newspaper Role Play– same as a regular Role Play, but use **articles from a newspaper, magazine, or a movie scene or news clip** from YouTube to create the scenario for the students to then act out using realistic speech and gestures.
- A5** Charades– divide class into teams, one student acts out a **vocab word or phrase** on a piece of paper, the rest of their team tries to guess by shouting out their answers.
- A6** “Find someone who _____”– students must interview each other to find which of their classmates can say “yes” to the **items on a list**, EXAMPLE: Find someone who... has a digital camera / has 3 siblings / has been to Bangkok (this is a fabulous icebreaker, and a good way to get to know your class)
- A7** Human Bingo– similar to “Find someone who_____”, give each student a randomized **Bingo card** containing 24 **yes/no questions** and one free space, students must interview each other to find which of their classmates can say “yes” to the items on the card, students get Bingo when they successfully collect five different names in a horizontal, vertical, or diagonal line.
- A8** The Name Game– this is a chain drill that starts with one person and gets longer and longer as it goes, write a fill in the blank sentence on the board, then students go around the circle introducing themselves and saying something they **like** (or **have**, or **want to be when they grow up**, etc) while also trying to remember what everyone before them had said (this is a great icebreaker, and an easy way to learn everyone’s name and something about them) EXAMPLE: “His name is Steve and he likes juggling, her name is Kathy and she likes seashells,...and my name is Alex and I like khakis.” (make this activity more difficult by requiring answers that start with the same letter as the student’s name)

- A9 **Toss The Ball games**– get in a circle, toss a ball or other fun object around the circle, when a student gets the ball they have to **say a word or phrase** as prompted by the teacher, or **act out a vocab word**, (great for beginners, after playing a few minutes start to encourage **full sentences**, if possible, even short and simple ones, write a few example sentences on the board in case they need help) EXAMPLE: “When you get the ball, say the name of one of the animals we talked about last week...” / “...Now can you use that in a sentence?” / “I would like to pet an elephant.”
- A10 **We’re going on a trip...What will you bring?**– bring in a bag or suitcase and open it up, show the students what you have inside (it could be **old vocab**, or **new vocab**, or items you’d need for **traveling**), propose the idea of taking a trip together as a class, ask students what they’d like to bring and have them work in pairs to create a **packing list**. When finished, have groups share their lists with the class.
- A11 **Snowball Fight**– pass out one or more full pieces of paper to each student and ask them to **write a question** on the paper related to the lesson topic (or this is especially great for review, simply have the students look back through their books in search of a good question), then when everyone is ready instruct the students to roll up their papers and proceed to have a “snowball fight”, when finished having fun and releasing energy, each student picks up a snowball and **answers the question** on it.

Verbal Response – Listen & Respond

- B1 **20 Questions**– put an **object** in a box (one of your students’ vocab words, if possible), students take turns guessing what’s inside by asking **yes/no questions**, tally the results on the board in two columns (Yes | No), the person who can solve the mystery wins a prize, EXAMPLE: Is it made of metal? / Does it have wings? / Is it a children’s toy? / “I’d like to solve...is it a toy airplane?”
- B2 **Parachute Man**– similar to Hangman, but instead of drawing body parts on gallows draw a man hanging from a parachute above shark infested water, if students guess correctly then reveal the **letter(s)** in the puzzle, if students guess incorrectly then erase one of the parachute strings (if necessary to keep the game going, draw a reserve parachute with a new set of strings)
- B3 **Pictionary**– a simple but great game, especially for lower levels, divide into teams, one person tries to draw a **vocab word** drawn randomly from a hat or stack of flashcards, meanwhile, their teammates try to guess the word (encourage the correct student to then **use the word in a complete sentence**)
- B4 **Taboo**– divide into teams, one student draws a card with one highlighted main word and 3-5 other related taboo words, the student tries to explain the main word without accidentally saying any of the taboo words (this is a lot of fun, but better for higher-level students, beginners may not have enough vocabulary yet)

- B5 **Jeopardy**– divide the group into three rows (teams) of students, the first three people come to the front and one person chooses the category and the point value of the question, 100-500, the fastest student with the correct answer receives that selected number of points, if no one on the panel knows the answer, the class can answer, the teams rotate players for each new question. EXAMPLES: CATEGORY: U.S.A. / QUESTIONS: What is the capital of the United States? / Name five states. / Who is the president of the U.S.? / What country is to the north of the U.S.? / Name three celebrities from the U.S. / CATEGORY: Thailand / QUESTIONS: Name three islands in Thailand. / Name four cities in Thailand. / What is the old capital city of Thailand? / What countries border Thailand? / What is the national religion?
- B6 **Family Feud**– similar to the TV game show, divide into teams and select a team captain (spokesperson) for each team, **read questions** aloud to both team captains, call on the team captain who raises his or her hand first to **answer the question**, to earn a point, that captain must correctly answer the question within 10 seconds, if the captain who was called on does not answer the question within the time limit or if he or she gives an incorrect answer, the next team can “steal” the question, team members can talk among themselves, then they must agree on the correct answer.
- B7 **Tic-Tac-Toe**– a.k.a. Noughts and Crosses, or X’s and O’s, played similar to the real game, however place a **picture of an animal (or written vocab)**, before a team can place their X or O they must **make up a sentence** using that word. May be played over and over again, and is arguably more fun than the normal version of the game.
- B8 **Giving directions**– students practice giving each other directions, may be done **orally** while looking at a map, or **physically** using toy cars on a paper map, or may even be turned into a **race** by guiding a blindfolded partner around the classroom or through an obstacle course (see C6), this is a very practical and useful skill.
- B9 **Oral presentations**– give a topic to talk about, then let students prepare a presentation to be given in front of the class (can be short and **simple**, or more **in depth** and involving homework and extra research, can be done **individually** or in **group**)
- B10 **“What’s happening in this picture?”**– hold up a picture from a **magazine, newspaper, book, the internet, or other source**, and have students describe the picture in their own words, encourage full sentences, (for lower levels, write a few vocab words or example sentences on the board, if needed)
- B11 **Describe your picture**– pass out **pictures** or have students look through **magazines**, then have them describe the picture in their own words or using vocab written on the board.
- B12 **Make a collage and describe it**– similar to B11, have students create a **collage** of things they like (can also be a **name sign** to place on their desk or inside their binder), when finished making their collage, have students **describe** what they made to the class (and explain why, if capable)

- B13 **Two Truths and a Lie**– each student takes turns telling three **personal statements** (or three **facts** from last week’s topic), two of which are true and one of which is a lie, have the students guess which one is a lie, continue to play until everyone has had a turn (for advanced students, this can possibly spark a conversation about ethics, and how do we determine what is right and wrong)
- B14 **Who’s Who?**– display **photos** of fifteen famous people and **facts** about each person, have students get into pairs and give them time to guess which facts correspond with each picture, (this can be a good exercise on critical thinking in English and “stereotyping”, where the students might begin to conceptualize that just because a person looks a certain way, it does not mean they always fit a certain mold), EXAMPLE: they may be surprised to find that the author of Harry Potter was a woman, and the Brazilian singer was not of African descent)
- B15 **Dialogues**– have students get in pairs or groups of three, together students **write** down a dialogue (a conversation between two or more people, using **natural, realistic speech**, perhaps including **vocab words**, and having at least 3-5 exchanges per character), when finished, students **practice** and eventually **perform** their dialogues for the class, (dialogues can then turn into **role plays** by having the each of students improvise a few more exchanges starting from where their dialogue left off)
- B16 **Interviews**– students practice interviewing each other by using **who, what, when, where, why, how** questions, (can be turned into an **oral presentation** by having students interview a person outside of class as part of a homework assignment, then having them report what they learned back to the class)
- B17 **Open-ended questions**– questions that create a lot of room for the student to dream big, and give a long answer, EXAMPLES: “**If you had a million dollars what would you buy?**” / “**If you were a superhero, what would your superpower be?**”
- B18 **Make Your Own Memes**– find funny photos of **cats** and other **animals**, and have students write their own memes (funny captions) and then share with the class
- B19 **Newspaper Headlines and Captions** – cut out a photo from a **newspaper**, have students write a **short headline** and a longer more descriptive **caption** for the photo (make this activity super fun for advanced speakers by encouraging humor), have students **share** their photos, headlines, and captions with the class.

LISTENING ACTIVITIES

Physical Response

- C1 **Simon Says**– same as the real game: have students take turns being “Simon”, the class has to do whatever Simon says (but only if he says, “**Simon says...**”), students that move without the leader saying “Simon says...” are out of the game. You can also have each student use their own name, or someone else’s name in the group. In this way it works as a nice icebreaker.
- C2 **Elbow to Elbow**– call out actions such as “elbow to elbow,” “back to back,” or “wrist to hip” for the students to follow, “people to people” means that everyone must change partners (a great way to practice parts of the body)
- C3 **Twister**– similar to the real game, place your **body part** on the colored dot, played with four students at a time, the slowest student to place their body part on the right color is eliminated, the game continues until there is only one player left, can be played as a tournament with each winner advancing to a new round (a great way to practice **colors** and **parts of the body**)
- C4 **Upset The Fruit Basket** – students sit in a circle, facing each other, there is one less chair than there are people, the person in the middle is “it,” students are told they are a specific type of **fruit** (EXAMPLE: mango, apple, papaya, or can be modified to include any other type of **vocab word**, including **occupations** like doctor, construction worker, etc), when “it” says a fruit, anyone identified as that fruit has to get out of their seat and find a new seat before all the seats are claimed, if “it” shouts, “Upset the fruit basket!” then everyone in the circle has to get out of their chair and find a new seat
- C5 “**Move if _____**”– similar to “Upset The Fruit Basket” (C4), students sit in a circle, facing each other, there is one less chair than there are people, the person in the middle is “it,” when “it” says a sentence that applies to certain people in the group (EXAMPLE: “Move if you like pizza” or “Move if you want to be a doctor”), those people must get up and move to a new seat, the person left standing is the new “it”
- C6 **Blindfolded Directions**– students get into pairs, one teammate guides their blindfolded partner as they **race** around the classroom or through an obstacle course.
- C7 **Finger Catching**– students get in a circle, every student holds their left hand out flat and puts their right index finger in the hand of the person next to them, instruct the students to listen for something specific (it could be a specific **word, sound, part of speech**, or one of last week’s **vocab words**, etc), read a passage aloud, whenever students hear the thing they’re listening for, they have to try and catch the finger of the person next to them while avoiding getting their own finger caught as well, anyone whose finger is caught is out of the game, and the activity continues until there’s a winner.

- C8 **Freeze Frame**– students get into groups, **read the same passage aloud** to the whole class or **assign different passages** for each group to read together, when finished each group prepares 1-3 “freeze frame” charades (stopped mid-action) from the passage they read, acting out the scenes without moving (can include a “freeze frame” from the **beginning, middle, and end** of the story, or 3 scenes of their choosing), a very fun way to teach bible stories.
- C9 **Bad Acting**– read a passage to the class, have a few students (**who haven’t read the story**) dramatically act out the scenes (a very fun way to teach bible stories)
- C10 **Body Alphabet**– divide into teams, teammates must work together using their bodies (**lying down** on the ground, or **standing up**) to shape out letters of the English alphabet, have the first team shape out “A”, the second team “B”, the third team “C”, etc., continue around until all of the letters have been shaped out, EXAMPLES: BEGINNERS: call out a **letter**, the first team to shape out the letter receives a point / INTERMEDIATE: instead of just shaping letters, spell out **words**.
- C11 **Draw On Your Head**– one person describes a picture to the whole class who try to draw what they hear on a notepad on top of their head, superb for kids
- C12 **Draw Back-To-Back**– students get in pairs, pass out a simple **drawing** to each group, one person describes the picture while the other one draws what they hear
- C13 **What Time Is It?**– this is a relay race, draw clocks on the board, students get into lines, you call out a **time**, students run to the board and write the hands on the clock
- C14 **Strike a Pose!**– one person shouts a **vocab word** (it could be an **occupation**, or an **action verb, or a situation**, etc), students freeze into poses that represent the word

Verbal Response – Listen & Respond

- D1 **Telephone game**– students get in a line, a person at the end **says** (or **acts out**) a **word**, or **phrase**, or **tongue twister**, and each person quietly says it to the person next to them until the phrase reaches the end of the line, at that point the last person in line **tells** (or **acts out**) the whole group what he/she heard. If done in a multi-language setting, such as a language Exchange Camp, this can serve as a very funny ice-breaker activity...allowing everyone to give a shot at a foreign language.
- D2 **Answering the Telephone**– students sit back to back and role play a **phone conversation**. (This is very difficult since you can’t see the body language of the other speaker, and makes the students have to focus on listening and using accurate pronunciation. This is also very good for practicing emergency phone calls.)

Dictation (speak, watch, or listen...then type or write what you experienced)

- F1 **Running Dictation**– read a **passage** over and over in another room with no gaps, students run back and forth and write down the passage word for word
- F2 **Information Gaps**– give half a **conversation** and students need to work out the other half
- F3 **Notetaking**– listen to a one minute **phone message** or read an **article** in newspaper and have students take notes (all of these dictation activities are great for University students and business people)

Jumbles

- G1 **Jumbled Sentence**– hand out a **sentence**, cut up, each person reads the sentence aloud, and as a group they help each other put it in the correct order
- G2 **Jumbled Paragraph**– hand out a **paragraph** with 3-5 sentences, cut up, each person reads their sentence aloud, and as a group they put them in order
- G3 **Jumbled Passage**– hand out a **passage** with 3-5 paragraphs, cut up, each person reads their paragraph aloud, and as a group they put them in order

Storytelling

- H1 **Predict the end of the story** – read a **story**, stopping part of the way through, and have students **say, write, or act** out how they think the story will end (you can use a Christmas, Easter or other bible story for this as a teaching about Jesus, sharing the real ending to the story after the students share their versions)
- H2 **After an oral presentation** – see B9, (when one student, or group, gives their report the other students **listen, ask questions, summarize, give feedback**, etc)

Movies

- I1 **Watch a movie in English**– watch a **movie**, if needed, watch with native subtitles while they are listening to English (have a discussion afterward, or do activities using vocab from the movie)
- I2 **TED talks**– these talks are thought provoking and short (10-25 minutes) and have **subtitles** that can be read in many languages, great **discussions** can take place afterward (especially good for college students, find these on YouTube, or go to ted.com or use the TED app for a full transcript and complete list of foreign subtitles)

PRONUNCIATION ACTIVITIES

Verbal Response – Listen & Respond

- J1 **Tongue twisters** – these make for a fun way to practice pronunciation, EXAMPLES: Lovely Laura loves lucky Larry. / Double bubble gum bubbles double. / How can a clam cram in a clean cream can? / I saw Susie sitting in a shoe shine shop. Where she sits, she shines, and where she shines, she sits.
- J2 **Chain drills**– similar to The Name game (A8), write a **fill in the blank sentence** on the board, students then go around the circle saying something they **like, have, want**, etc. that starts with the sound being taught while also trying to remember what everyone before them had said. EXAMPLE: /sh/ “Sue likes shells, Kathy likes sherbert,...and I like sugar in my tea.”

NON-ENGLISH ACTIVITIES

All of the activities in this packet can be used to have fun with groups, especially with Youth and College-aged gatherings. But it doesn't always have to be about speaking and learning English; here are a few activities to build relationship and have fun with people. Find more fun games like these at www.thesource4ym.com/games

Let's have some fun!

- K1 **Ninja**– everyone stands in a circle. Hands are placed in front of them in a “praying” position, around chest height. Everyone bows. Pick a starting player and then continue to go in a clockwise direction (they must remember the order they go in, because it doesn't take long for them to not be in a circle anymore). The ninjas can only move when it is their turn or when they are being attacked (and players can only move one leg at a time, pivoting on the opposite foot like a basketball player). They can attack whoever they wish – the person on their right, left, or across the room. The ninjas must use their hands to hit the hands of the other player and the other player must try to dodge the attack. If the ninja is successful and hits the other player's hands, that player's out. If not, both players must freeze in the position they are in, until it is their turn again or unless they need to dodge an attack. The last player who hasn't been hit wins.
- K2 **Animal Pass**– similar to the popular game “big booty”, everyone gets in a circle and selects an **animal gesture** (example: flap your arms to be a bird) and make a corresponding **animal sound** (if there is any). Once everyone's selected an animal, one person starts by doing their own animal and then they pass to someone else by doing that person's animal gesture and sound. This is great fun just as is. You can make it **competitive** by designating an animal as the first position (twelve o'clock, in the circle). Speed up the game again, if someone messes up, they have to go back to the last (one o'clock) position while everyone tries to get to the first position.

- K3 **Karaoke**– if you don’t have a professional Karaoke machine, you can search iTunes for Karaoke versions of songs or YouTube where there are lots of Karaoke videos with the music and lyrics already included. You can add extra humor by sending the music through a set of earphones (so the person singing can’t hear themselves too well).
- K4 **Air Guitar**– choose contestants that you know will really “ham it up” on stage. Find some music that has a lot of guitar solos. Tell the contestants each will be judged (by the audience’s applause) on how well each can play the “air guitar”. Send each contestant in one at a time, so that “ideas” won’t be stolen! It is hilarious to see what people can come up with!
- K5 **Name that Movie**– divide into teams, give each team the title of a **movie** to work with. The gist of the game is to have each team dramatize the movie in 5 minutes or less. They must work together to plan a drama captures the plot of the movie. Several members of the team (or all, if necessary) go up front to act out their short version of the movie. Have a panel of judges pick the best movie rendition. They can base their points off of “most accurate portrayal,” “funniest portrayal,” “most creative portrayal,” etc.
- K6 **Sports**– playing sports is a great way to spend quality time with people, often outside. Get a soccer ball, a hacky sack, or a frisbee, and go have some fun.
- K7 **Dancing**– gets an ipod and some speakers, and maybe a black light, some glow sticks, and a strobe or two, and throw a dance party. Or, if teaching at a school or youth gathering, teach them “The Interlude Dance” with these eight simple steps: 1. “**Warm your hands on the fire.**” 2. “**Clap your hands.**” 3. “**Run around.**” 4. (Stop and...) “**Wave your hands in the air.**” 5. “**Ninja Robot.**” 6. “**Punch the floor.**” 7. “**Run around again.**” 8. (Stop and...) “**Point to the sky.**”

USEFUL WEBSITE LINKS

Dave's ESL Cafe

www.eslcafe.com

Get more activity ideas for teaching, Post your resumé, Get a Job, Recruit teachers

Lesson Planet

www.lessonplanet.com

Over 400,000 lesson plans for \$4.99 per month.

ESLflashcards.com

www.eslflashcards.com

- Easy. Click the link for the desired set of flashcards.
- Download PDF in varying sizes (one, two, or nine cards per page)

Breaking News English

www.breakingnewsenglish.com

A huge assortment of teaching materials for you to form a lesson based around current news articles.

- Current news-based content in 7 different levels. (0-6)
- Listening activities prepared for all levels, and at 5 different speeds for each level.
- Dictation activities for current and past news articles.

engVid

www.engVid.com

Free English video lessons.

- Video lessons for students. Go to Blendspace.com and flip your classroom by adding engVid videos to an online lesson and assigning lessons as homework.
- Find these videos on YouTube by searching for the engVid channel.

Blendspace

www.blendspace.com

Create online video lessons in five minutes or less.

- This site is free and user friendly. Allows Teacher/Student sign-in. Saves student data for the teacher.
- Simply drag and drop videos from youtube, links from google, PDFs and other files.
- Create quizzes for checking comprehension, and get other feedback in the form of comments and likes.

LINKS TO TESOL VIDEOS

YouTube Playlists

[How We Learn Languages](#) - helpful theories and experiences from professors and polyglots

[How to Teach Languages](#) - examples of teaching methods from the Past and Present

[Practical Tips for Teachers](#) - useful tips and topics from real teachers in real classrooms

[Designing Lesson Plans](#) - examples of how to design a quick and effective “PPP” lesson plan

[Understanding English](#) - a look at the history of the language, and how we can be a part of it

[Grammar, Vocab, Pronunciation](#) - lesson examples for you to study or copy for your own class

[Blended Learning](#) - a collection of videos related to utilizing technology for the classroom

[Video Lecture Series](#) - go deep in various topics with lectures by professors and professionals

[TESOL at YWAM Montana](#) - a sneak-peek at TESOL with YWAM Montana-Lakeside

YouTube Channels

[YouTube.com/Education](#) - a channel curating education videos on various topics

[EngVid](#) - search YouTube for “EngVid” and find many channels dedicated to Teaching English

[The New School](#) - search this channel for “TESOL” for lots of great lectures on TESOL topics

[Ted-Ed](#) - this channel has many playlists on learning languages, science, and other subjects

[KidsTV123](#) - great videos for teaching kids phonics, and the alphabet, through singing songs

[Khan Acedemy](#) - playlist from KanAcademy.com on Math, Art, Personal Finance, and more

[Veritasium](#) - awe inspiring science videos on science-related topics

[Vsauce](#) - more awe inspiring science videos on science-related topics

TED Talks

[Education](#) - TED’s page dedicated to its talks on Education, find all of them here

[Ken Robinson: 10 Talks on Education](#) - a playlist

[Reimagining School](#) - a playlist

[Talks for Inspiring Transformed Curriculums](#) - a playlist

[Graduation...Now What?](#) - a playlist

[TV Special: TED Talks Education](#) - a playlist

Blendspace

[TESOL Workshop #1](#) - join this online video TESOL workshop by first signing up for a Blendspace.com account, to sign in use class code: vkbw



**ACTIVITY
SHEETS**

AND

**LESSON
PLANS**

DIGITAL SCAVENGER HUNT

(ACTIVITY #A2)

Find these items and take a picture of them.
Everyone (except the photographer) must be in the picture.
Have fun and be creative :)

- ___ Take a picture of a **tree**.
- ___ Take a picture of a **liquid**. (water, juice, soda, a puddle, etc.)
- ___ Take a picture of something **wild**.
- ___ Take a picture of one of your friends being “**photobombed**.”
- ___ Take a picture with **green** and **yellow** in it.
- ___ Take a picture of **something you like**.
- ___ Take a picture of **something you don’t like**.
- ___ Take a picture of **someone you don’t know**.
- ___ Take a picture of your **group**.
- ___ Take a **goofy** picture.

TRADITIONAL SCAVENGER HUNT

(ACTIVITY #A1)

Complete all the items on this list with your partner

- ___ Strike up a two minute conversation with someone who's not a DTS student (if you can't find anyone, shout "Where is everybody!?" until you find someone.
- ___ Dip your fingers or toes in the creek (or other body of water, big or small)
- ___ Find a partner and skip the length of the football field
- ___ Walk backward to your next scavenger hunt destination
- ___ Have someone take a photo of you (Extra points if you post it to facebook or instagram with the hashtags #ywammontana #tesol...if you do, you may skip one task on this list)
- ___ Find an out-of-state license plate
- ___ Go to the Snack Bar, find our secret agent and use the codeword: "Echo-Sierra-Lima" to receive your next assignment
- ___ When you've completed everything above, return to the classroom while singing aloud your favorite song. Be the first person back, and you'll win!

FIND SOMEONE WHO

(ACTIVITY #A6)

Fill in the blanks with names of people in your class.
Use sentences such as “Do you drive a red car?”
and “Have you ever been to Bangkok?”

Find someone who...

_____ drives a red car.

_____ likes the color blue.

_____ owns a dog.

_____ is left-handed.

_____ has been to Bangkok.

_____ reads the newspaper.

_____ is scared of bears.

_____ has jumped out of a plane.

_____ likes cold showers.

_____ reads more than two books a year.

_____ speaks more than two languages.

_____ has travelled to more than 2 countries.

"PPP" Lesson Plan

CLASS LEVEL:

DATE:

LESSON TOPIC:

NEW VOCABULARY:

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Begin with an activity that introduces the topic of today's lesson (without attempting to teach anything new yet), and spend a little time reviewing any necessary material from previous lessons. The goal of this section is to build your student's interest in today's lesson and get them ready to learn it.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Present new material to the class (new vocabulary, new pronunciation, new grammar points, etc). Use can use a whiteboard if you like, but it is also highly recommended that you teach using activities (see "Fun Activities" list) and use real objects whenever possible (bring a real apple to class, instead of photos of apples or lectures about apples). While presenting, you may stop and spend some time practicing before continuing to present more material.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Get students to practice what you just presented to them, while building on older material they've mastered from previous classes. Go slow and use a lot of repetition. This can be done using activities, a whiteboard, or student notebooks. Practice should include the help of aides. (Example: write all new material on the whiteboard where students can see while they practice, or let students look at their notes/textbooks.)

PRODUCE: ACTIVITIES

MATERIALS:

TIME:

Get students to begin producing what they practiced, without the help of any aides. (Example: remove some—or all—new material from the whiteboard, or tell students to close their notes/textbooks before continuing.) The goal of this section is to get students to produce as much real language on their own as possible (instead of memorized lists and phrases) and in real-life situations. Usually focuses on Speaking and Listening more than Reading or Writing

“PPP” Lesson Plan

CLASS LEVEL:

DATE:

LESSON TOPIC:

NEW VOCABULARY:

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Begin with an activity that introduces the topic of today’s lesson (without attempting to teach anything new yet), and spend a little time reviewing any necessary material from previous lessons. The goal of this section is to build your student’s interest in today’s lesson and get them ready to learn it.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Present new material to the class (new vocabulary, new pronunciation, new grammar points, etc). Use can use a whiteboard if you like, but it is also highly recommended that you teach using activities (see “Fun Activities” list) and use real objects whenever possible (bring a real apple to class, instead of photos of apples or lectures about apples). While presenting, you may stop and spend some time practicing before continuing to present more material.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Get students to practice what you just presented to them, while building on older material they’ve mastered from previous classes. Go slow and use a lot of repetition. This can be done using activities, a whiteboard, or student notebooks. Practice should include the help of aides. (Example: write all new material on the whiteboard where students can see while they practice, or let students look at their notes/textbooks.)

PRODUCE: ACTIVITIES

MATERIALS:

TIME:

Get students to begin producing what they practiced, without the help of any aides. (Example: remove some—or all—new material from the whiteboard, or tell students to close their notes/textbooks before continuing.) The goal of this section is to get students to produce as much real language on their own as possible (instead of memorized lists and phrases) and in real-life situations. Usually focuses on Speaking and Listening more than Reading or Writing

“PPP” Lesson Plan

CLASS LEVEL:

DATE:

LESSON TOPIC:

NEW VOCABULARY:

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Begin with an activity that introduces the topic of today’s lesson (without attempting to teach anything new yet), and spend a little time reviewing any necessary material from previous lessons. The goal of this section is to build your student’s interest in today’s lesson and get them ready to learn it.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Present new material to the class (new vocabulary, new pronunciation, new grammar points, etc). Use can use a whiteboard if you like, but it is also highly recommended that you teach using activities (see “Fun Activities” list) and use real objects whenever possible (bring a real apple to class, instead of photos of apples or lectures about apples). While presenting, you may stop and spend some time practicing before continuing to present more material.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Get students to practice what you just presented to them, while building on older material they’ve mastered from previous classes. Go slow and use a lot of repetition. This can be done using activities, a whiteboard, or student notebooks. Practice should include the help of aides. (Example: write all new material on the whiteboard where students can see while they practice, or let students look at their notes/textbooks.)

PRODUCE: ACTIVITIES

MATERIALS:

TIME:

Get students to begin producing what they practiced, without the help of any aides. (Example: remove some—or all—new material from the whiteboard, or tell students to close their notes/textbooks before continuing.) The goal of this section is to get students to produce as much real language on their own as possible (instead of memorized lists and phrases) and in real-life situations. Usually focuses on Speaking and Listening more than Reading or Writing

“PPP” Lesson Plan

CLASS LEVEL:

DATE:

LESSON TOPIC:

NEW VOCABULARY:

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Begin with an activity that introduces the topic of today’s lesson (without attempting to teach anything new yet), and spend a little time reviewing any necessary material from previous lessons. The goal of this section is to build your student’s interest in today’s lesson and get them ready to learn it.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Present new material to the class (new vocabulary, new pronunciation, new grammar points, etc). Use can use a whiteboard if you like, but it is also highly recommended that you teach using activities (see “Fun Activities” list) and use real objects whenever possible (bring a real apple to class, instead of photos of apples or lectures about apples). While presenting, you may stop and spend some time practicing before continuing to present more material.

WARM UP: ACTIVITIES

MATERIALS:

TIME:

Get students to practice what you just presented to them, while building on older material they’ve mastered from previous classes. Go slow and use a lot of repetition. This can be done using activities, a whiteboard, or student notebooks. Practice should include the help of aides. (Example: write all new material on the whiteboard where students can see while they practice, or let students look at their notes/textbooks.)

PRODUCE: ACTIVITIES

MATERIALS:

TIME:

Get students to begin producing what they practiced, without the help of any aides. (Example: remove some—or all—new material from the whiteboard, or tell students to close their notes/textbooks before continuing.) The goal of this section is to get students to produce as much real language on their own as possible (instead of memorized lists and phrases) and in real-life situations. Usually focuses on Speaking and Listening more than Reading or Writing

[illegible]

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

2,000,000,000

There are two billion people in the world right now learning the English language. It's the most widely learned and sought after language in the world. Because so many people want to learn English, most missionaries from North America find themselves teaching in classrooms at some point in their overseas ministry. A large number of ministries around the world use English classes as a tool for evangelism, building relationships in their communities, and as a way to open doors of ministry in restricted access nations. Yet, many of today's missionaries have never had any formal training as language teachers. TESOL is a uniquely strategic seminar designed to quickly and effectively train any English speaker as a fully certified English teacher and to release them into ministry. This course emphasizes an interactive classroom using Language for LIFE.

Apply online and open new doors at:
YWAMMONTANA.ORG/TESOL



YWAM MONTANA | LAKESIDE