**\anguage & Listening with Songs**

**LANGUAGE GAMES & ACTIVITIES**

**#1. USING SONGS FOR GRAMMAR & LANGUAGE**

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| **Adjectives:** |  |
| **Adverbs:** |  |

**"**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Girl"**

Well, she was an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ girl  
Raised on promises  
She couldn't help thinkin'  
That there was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more to life somewhere else  
After all it was a \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ world  
With lots of places to run to  
And if she had to die tryin'  
She had one \_\_\_\_\_\_\_\_\_\_\_\_ promise she was gonna keep  
  
O yeah, all right  
Take it \_\_\_\_\_\_\_\_\_\_\_\_, baby

Make it last \_\_\_\_\_\_\_\_\_\_\_\_ night  
She was an \_\_\_\_\_\_\_\_\_\_\_\_ girl  
  
Well it was kind of \_\_\_\_\_\_\_\_\_\_\_\_ that night,  
She stood \_\_\_\_\_\_\_\_\_\_\_\_ on her balcony  
Yeah, she could hear the cars roll by,  
Out on 441 like waves crashin' on the beach  
And for one \_\_\_\_\_\_\_\_\_\_\_\_ moment  
There he crept back in her memory  
God it's so \_\_\_\_\_\_\_\_\_\_\_\_ when something that's so \_\_\_\_\_\_\_\_\_\_\_\_  
Is still so \_\_\_\_\_\_\_\_\_\_\_\_ of reach  
  
O yeah, all right  
Take it \_\_\_\_\_\_\_\_\_\_\_\_, baby  
Make it last \_\_\_\_\_\_\_\_\_\_\_\_ night  
She was an \_\_\_\_\_\_\_\_\_\_\_\_ girl

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| --- |
| **More Songs for Grammar & Language Practice:** |
| 1. “All Summer Long” by Kid Rock   (Practice progressive tense verbs)   1. “Daughters” by John Mayer   (Practice vocabulary for family/relationships)   1. “Stuck in the Middle with You” by Stealers Wheel (Practice prepositions) 2. “If” by the Red Hot Chili Peppers   (Practice conditional tenses)   1. “Questions” by Jack Johnson (Practice questions) 2. “3 R’s” by Jack Johnson (Practice vocabulary about recycling + number vocabulary) 3. “Hot n Cold” by Katy Perry (Practice binomials) |
| **Websites with language songs & activities:** |
| [**www.eslvideo.com**](http://www.eslvideo.com)  [**www.flocabulary.com**](http://www.flocabulary.com)  [**http://americanenglish.state.gov/resources/american-rhythms**](http://americanenglish.state.gov/resources/american-rhythms) |

**#2. Gallery Walk**

A **Gallery walk** is when you post various topics around the room and students move from station to station to build on each other’s knowledge.

1. Students are grouped into teams of 2-5. (May assign student roles: leader, reporter, monitor, recorder).
2. Each team gets a specific color marker. Teams start at their station or color paper.
3. Give students directions: *They will add to their topic for 1,2, or3 minutes. When time is up, they will rotate to the next station and have 1 minute to add to that group’s topic.*
4. Students begin, and continue to rotate as the teacher directs and times them. They continue until they return to their original station.
5. When students are back at their original station, they will have 2-3 minutes to check the answers/writing that the other groups have added onto their paper.

***Sample topics you can do with a gallery walk:***

* Sequence words/narrative writing
* Picture Description
* Reading/Translating
* Tr
* Parts of speech (nouns, verbs, adjectives, etc.)
* Proper Nouns (people, countries, celebrities etc.)
* Post questions based on topic you are teaching

**#3. Mad Libs**

This is a word phrase game where one student prompts (or asks) another for a list of words to substitute for blanks in a story, before reading the - often comical or nonsensical - story aloud.

***Sample***:

I love to travel. I love to travel in a \_\_\_\_\_\_\_\_\_\_\_\_\_. (noun)

When I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (progressive verb), I shout, “\_\_\_\_\_\_!” (exclamation).

One day I hope to travel to \_\_\_\_\_\_\_\_\_\_\_ (place) with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person)

**Mad Libs Conversation (dialogue):**

Students may also complete the blanks with parts of speech and make a conversation/dialogue relevant to your lesson

***Sample***:

1. **Have you ever traveled before?**
2. **Yes – I have been to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (place)**
3. **Oh, wow. How did you like it?**
4. **It was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (adjective), but it was also \_\_\_\_\_\_\_\_\_\_ (negative adjective).**
5. **Yea, this one time I went to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .(place) It was really \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (adjective).**
6. **If you could go anywhere, where would you travel to?**
7. **I would go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(place) - it is supposed to be \_\_\_\_\_\_\_\_\_\_\_\_\_ (adjective) . How about you?**
8. **If I could travel anywhere, I would go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (place) because I heard it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(adjective)**

**#4. STOPLIGHT!**

* + - 1. Group students into pairs or teams. Each team should have a blank piece of paper and a pen.
      2. The teacher writes 4-5 categories on the board. (Example: adjectives, proper nouns, food, music, countries, etc.)
      3. The teacher will say the alphabet out loud, and when students hear a letter they like, they yell “STOPLIGHT!”. For example the teacher says the alphabet: “a,b,c,d,e,f,g,h,I,j,k,l,m… then a student yells: “STOPLIGHT”🡪 the letter for this round is **M**.
      4. Student teams must name an ADJECTIVE, ADVERB, FAMILY WORD, FOOD WORD that starts with **M**. The first team to get all 4 categories correct, wins! (Example: Mad / many / mother / mozzarella cheese)
      5. The letter should change for every round.

\*Time 1 minute for each round so that students don’t take too long to finish.

\*You can keep points for each team or just play as you go.

**#5 What’s Happening?**

* + - 1. Student A is chosen and steps outside or puts his or her head down on a desk.
      2. The remaining students select an **action verb**, such as *study* or *fly.*
      3. Student A tries to guess the action word by asking questions substituting the word *coffeepot* wherever a verb would appear. For example: *Why do you coffeepot? When do you coffeepot? How do you coffeepot? Where do you coffeepot? How often do you coffeepot? Do you coffeepot by yourself? Can you coffeepot your dog?*
      4. The other students answer with clues that are deliberately evasive but true. When Student A identifies the mystery action word, another person becomes It and the game continues.
      5. ***Assessment***: Students take a quiz and identify verbs and their modifiers or modifying phrases in sentences.