**Language Games & Activities**

**1. Language & Listening with Songs**

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 have students walk 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:***

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

**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.

* "\_\_\_\_\_\_\_\_\_\_\_\_\_! he said \_\_\_\_\_\_\_\_ as he jumped into his convertible
* *exclamation adverb*
* \_\_\_\_\_\_ and drove off with his \_\_\_\_\_\_\_\_\_\_ wife."
* *noun adjective*

**Mad Libs Conversation (dialogue):**

You can also have students complete the blanks themselves with parts of speech and make a conversation/dialogue relevant to your lesson

Mad Libs Example Conversation:

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?**

**If I could travel anywhere, I would go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (place) because I heard it is**

**2. I'm going on a picnic…**

1. Student 1 starts the game by saying, "I'm going on a picnic and I'm taking..." That person starts with the letter "A". (example: I am going on a picnic and I am bringing apples.)
2. The second person repeats the first part of the sentence, repeats what the first person is bringing and then adds something starting with the letter "B". (example: I am going on a picnic and I am bringing apples and bananas.)
3. This continues around with everyone starting with the first part of the sentence and repeating what the previous people brought and adding the next letter of the alphabet. Students repeat until they are unable to remember what was said before them.

**For high intermediate/advanced:** The leader of the picnic decides on a category (examples: animals, items that are small, things you need in the warm weather, nouns, etc.). Students play the same way as above, but if their answer does not fit the category, then they cannot come.

1. **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.

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(adjective)**

**6. 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 long 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.