

SAMPLE ESL ACTIVITIES



ACTIVITIES OVERVIEW

Hello Teachers!

The following pages contain sample ESL/EFL in-class activities designed to spark your creativity and get you thinking about ways to create a student-centered class.

With a little creativity and effort, many of these activities can be adapted for varying levels and topics. We hope they provide inspiration and spark your imagination.

Enjoy!

-International TEFL Academy Writing Team

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Activity Name	Level	Skills	Activity Summary Description
<u>Giving Health Advice</u>	Beginner to Intermediate	Listening Speaking	This fluency-focused small-group activity requires students to give advice for common illnesses and health problems.
<u>Reporting the Weather</u>	Beginner to Intermediate	Listening Speaking	In this fluency-focused small-group activity, students act and behave as a news reporter to report the weekly news.
<u>Returning Food</u>	Intermediate to advanced	Writing Reading	This paired writing activity has students brainstorm vocabulary and write out a dialogue about returning food in a store. They then read the dialogue out loud for reading/pronunciation practice.
<u>Seasons Debate</u>	Beginner and above	Listening Speaking	This is a fun, informal debate activity requiring students to work together in small groups to come up with pros and cons for each season of the year. They will then debate why their season is the best season of the year.
<u>Vocab Taboo</u>	Beginner and above	Listening Speaking	This is a controlled activity requiring students to recall and verbalize a vocabulary word that their peer is describing to them. The vocabulary words must be familiar to the students.
<u>Find People Who</u>	Beginner and above	Listening Speaking Reading Writing	This is a semi-controlled activity that requires students to circulate around the room to ask questions to peers. They then must report their answers to the class.
<u>Rank and Share</u>	Beginner and above	Listening Speaking Reading	This activity requires students to read a short list of words or sentences and rank them according to a set criterion. They then share their answers and reasoning with pairs or in small groups.
<u>Planning a Party</u>	Beginner and above	Listening Speaking	This is a task-based activity where students work in groups to plan a party based on a set of questions.
<u>Interview a Celebrity</u>	Intermediate and above	Listening Speaking	This is a fluency-focused paired activity where students create interview questions and roleplay an interview with a famous person of their choice.
<u>Picture-Based Stories</u>	Intermediate and above	Listening Speaking	This is a fluency-focused activity that has students create storylines based on a series of pictures.
<u>Speak to Draw: Prepositions</u>	Beginner and above	Listening Speaking	This is a controlled speaking activity requiring students to listen to a peer describe a scene that they must then draw.

Activity Name	Level	Skills	Activity Summary Description
<u>Miming Phrasal Verbs</u>	Intermediate and above	Vocabulary Reading	This is a TPR-based activity that has students mime out vocabulary words, which their peers then guess. The vocabulary must be familiar to the students.
<u>Sentence Starters</u>	Beginner and above	Grammar Writing Syntax	This activity focused on sentence-level fluency uses sentence starters to provide an initial idea for a sentence often by including a subject and a verb, and students must complete the sentence.
<u>Jazz Chants</u>	Beginner and above	Speaking Grammar Vocabulary	This controlled activity uses jazz chants as a fun way to work on different aspects of pronunciation as well as practice components of grammar and vocabulary words.
<u>Know-the-Word Jeopardy</u>	Beginner and above	Listening Speaking Syntax	This is a controlled activity requiring students to practice providing definitions, synonyms, and/or saying the word in a sentence. The vocabulary words must be familiar to the students.
<u>Information Gap</u>	Beginner	Writing Reading	This controlled activity requires students to work together to exchange information in order to complete a chart that gives information about family.
<u>Word Map</u>	Beginner and above	Writing Reading Syntax	This is a controlled activity requiring students to provide definitions, synonyms, and/or the word in a sentence.

Our top picks for online activity ideas

[Newsela](#)

Newsela is an online resource with quality reading materials for all ages. They publish articles every day, each with corresponding assessments. You can search by topic or reading level. They have free and paid content. You'll need to sign up to access the content.

[SuperSimple](#)

SuperSimple is a popular young-learners online resource that has songs, shows, crafts, recipes, activities, and resources for teachers of varying subjects. It may take a little hunting to find the free materials you want, but the quality and variety make it worth the effort.

[Grammar and Beyond Communicative Activities](#)

This website is a free resource that has activities and supplements that correspond to the four proficiency levels of the Grammar and Beyond textbook series through Cambridge University Press.

Giving Health Advice

Language and Skills: Listening and Speaking

Appropriate Age/Level: 7 and above; beginner to intermediate



Summary Description: This fluency-focused small-group activity requires students to give advice for common illnesses and health problems. As beginners, students receive extra support for discussing health issues in the form of sentence stems or vocabulary words. Student production may be limited to sentence-level responses, but that's okay!

How it works:

1. Put the students into groups of three or four.
2. Give each group slips of paper that have common illnesses and/or health issues on them (the content should be familiar to the students).

Example Common Illnesses/Health Problems

headache	a cold	fever	stomachache	sore throat
runny nose	allergies	trouble sleeping		stressed out
not getting enough exercise		tired	no time for breakfast	
sore neck		eating too much fast food		

3. Write the following stems on the board:

take _____	drink _____	use _____
go see a _____	try _____	eat _____
keep _____	avoid/stay away from _____	buy _____

4. Model by having a volunteer draw a slip from their pile and explain their "problem" to their group members. Encourage the group members to give advice. You can point to the board to encourage more speaking.
5. Each group should go through all the slips once, rotating the person who draws from the pile.
6. Combine groups to share ideas (i.e. if there are 6 groups, combine to 3). This step is optional.

Reporting the Weather

Language and Skills: Listening and Speaking


Appropriate Age/Level: 6 and above; beginner and above



Summary Description: In this fluency-focused small-group activity, students act and behave as a news reporter to report the weekly news. This basic roleplay activity helps students speak spontaneously about weather conditions. For roleplay activities focusing on fluency, students can be given preparation time to discuss and practice what they will say and do, but they should not memorize their lines or read from a script.

How it works:

1. Put the students into pairs and draw the following on the board. Tell students to copy the same in their notebooks, one per pair.


Monday	Tuesday	Wednesday	Thursday	Friday
				
70°				

2. Tell the students that they are going to report the weather! “To get started, who can think of words we use to talk about weather and time?” Elicit some words from the students, writing on the board as they talk. Here are some examples:

in the morning/afternoon
at night
on [day of week]
at [#] o'clock
high/low of [#] degrees

windy
foggy
sunny
hot
warm

blizzard
clouds
wet
snow

3. Model “Monday” with the students by drawing pictures and numbers into the calendar and then explaining the day’s weather to the class. Example pictures:  Example weather description: “In the morning on Monday, it will be sunny. In the afternoon, it will be windy and warm.” Or, for lower levels: “Monday is sunny and windy.”
4. Tell the students that they should complete Tuesday through Friday, drawing pictures and numbers in each day.
5. Have pairs get together with another pair and practice reporting the weather, rotating days so that each person speaks.
6. Ask for volunteer groups to present at the board.

Returning Food

Language and Skills: Reading and writing

Appropriate Age/Level: 8 and above; intermediate to advanced

Summary Description: This paired writing activity has students brainstorm vocabulary and write out a dialogue about returning food in a store. They then read the dialogue out loud for reading/pronunciation practice.

How it works:

1. Show students the images below. Tell them that Jill went back to the store to try to return some half-eaten lettuce she bought. Ask the students to turn to their partner and guess what the women (Jill and the store clerk) might be saying.
2. Elicit ideas from the students, writing key words on the board. Here are sample key words/phrases:

Customer
make a return
get a refund
Here's ...
gone bad/old/moldy
receipt
thanks anyway

Cashier/Clerk
store credit
nothing I can do
Sorry, but...
don't accept
store policy

3. Having students work in pairs, tell them that they have 7-10 minutes to write out a short dialogue between the customer and store clerk. Inform them that the dialogue will then be shared with another pair. Circulate for assistance as they write.
4. Once completed, have pairs switch their dialogue with another pair. The new pair should read the dialogue out loud at their desks, switch roles, and read again. Circulate to hear groups. Note strong points and errors on a clipboard, but do not interrupt.
5. Address some key errors and strong points anonymously on the board as a class.
6. [Optional] Transition into a paired writing activity. Give 5 minutes to answer the following questions: 1) Do either of you sometimes return food from a store or restaurant? Why or why not? 2) List one thing you think people should not be allowed to return. Explain why.



Seasons Debate

Language and Skills: Listening and Speaking

Appropriate Age/Level: 6 and above; beginner to intermediate

Summary Description: This is a fun, informal debate activity requiring students to work together in small groups to come up with pros and cons for each season of the year. They will then use that list to debate why their season is the best season of the year.

How it works:

1. Assign the students into four groups according to the four seasons.
2. Give each group a picture of their season and get them engaged by stating something such as, "today we will have a great debate about the best season."
3. Give each group 5 minutes to make a list about why their season is great. Monitor the groups so that they don't slip into their second language. You can give ideas to groups that are struggling. For example, they can list local holidays, outdoor activities, clothing, sports, foods, vacation, etc.
4. Then, tell each group that they need to think of and list at least two negative things about the other three seasons. Again, you can circulate and help with ideas if needed.
5. Introduce basic "debate" vocabulary by writing the following prompts on the board:

Target Phrases to Practice

We think that...

We believe that...

XX is the best because...

We agree, but...

That is a good point, but...

Maybe that is true, but...

Actually, that is not

100% true...

Yes, but you forgot...

6. After introducing the target language, have one group start by stating one reason (or all of the reasons) why their season is 'the best'.
7. Point to another group and encourage them to jump in by using the rebuttal vocabulary on the board (no need to teach them that word). Make it fun by stating how creative and good they are at using the key target phrases.
8. Stop the debate when it is slowing down or when it is appropriate. Depending on the class dynamics and time, let the class cast a secret ballot for the team that argued the best and tell them in the next class.

Note: For very low levels, you may need to teach comparatives and superlatives in prior lessons, so that they can compare the seasons.

Vocab Taboo

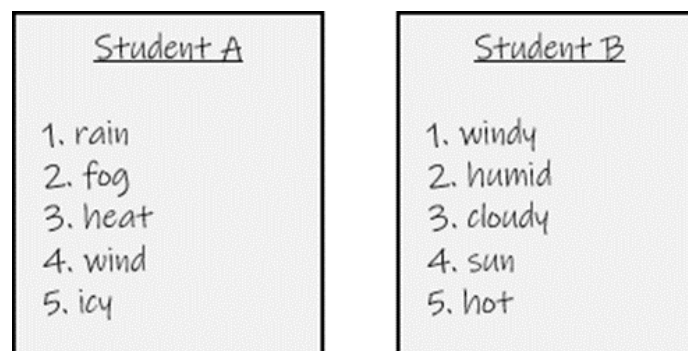
Language and Skills: Listening and Speaking

Appropriate Age/Level: 7 and above; beginner to intermediate

Summary Description: This is a controlled activity requiring students to recall and verbalize a vocabulary word that their peer is describing to them. The vocabulary words must be familiar to the students.

How it works:

1. Put the students into pairs.
2. Each student opens their textbook to the appropriate chapter and selects 5 vocabulary words. Or, the teacher can have the vocabulary words prepared, printed, and copied on paper. (see image below for example)
3. Student A starts by trying to get Student B to guess their words without saying the word, saying parts of the word, or spelling the word (e.g. they can't say 'wind and add a y'). To increase difficulty, don't allow students to use gestures. To lower the difficulty, allow the definitions to be read from the book (or another source) while the other student tries to guess.
4. Once Student B guesses the correct word, Student A can cross it off. If Student B doesn't guess the correct word, Student A should skip to the next word.
5. Once Student A has tried to get their partner to guess all the words on his or her list, it is Student B's turn. They should repeat the same process as Student A.
6. After both are done, they should show their partner their lists and look up any definitions that they do not understand.



Find People Who

Language and Skills: Listening, speaking, reading, writing

Appropriate Age/Level: 6 and above; beginner and above

Summary Description: This is a semi-controlled activity that requires students to circulate around the room to ask questions to peers. They then must report their answers to the class. This activity is versatile because the questions can easily be altered for different ages and levels.

How it works:

1. Write the following table on the board and have students copy it into their notebooks:

Find Two People Who...

Questions to Ask	Student Name	Student Name
play an instrument		
have a pet		
watch TV after class		
ride bikes around the city		
drink coffee every morning		
enjoy watching sports		
like this activity		

2. Model the activity on the board by asking someone the last question (i.e. "Do you like this activity?"). Write their name in the box if they say yes. If they say no, skip to the next person until you find someone who says yes and write their name.
3. Tell students that they need to get up and go around the room and find two people to say yes for each question.
4. Tell them to continue until they have filled out all the boxes (some may not be able to be filled in). Then, return to your desk.
5. Go over the answers as a class, asking follow-up questions to encourage students to talk/learn more about their peers.

Rank and Share

Language and Skills: Listening, speaking, reading

Appropriate Age/Level: 7 and above; beginner and above

Summary Description: This activity requires students to read a short list of words or sentences and rank them according to a set criterion. Students then share their answers and reasoning with pairs or in small groups.

How it works:

1. Put the students into pairs or small groups and distribute the worksheet below.
2. Have all the students fill out the column labeled Me.
3. Then have them interview their partner, circling the number as they go through.
4. Call on volunteers to share a few of their answers with the class. If needed, provide stems: on the board, "I think...but my partner thinks..." "my partner and I both think...."

Sample Rank and Share

<i>Directions: Read questionnaire and circle your answer. Then, interview your partner and circle your partner's answers.</i>		5- strongly agree 4- agree 3- neutral 2- disagree 1- strongly disagree
Statement	Me	My Partner
Making friends at work is important	1 2 3 4 5	1 2 3 4 5
Getting a high salary is important	1 2 3 4 5	1 2 3 4 5
A high salary is more important than having good relationships at work	1 2 3 4 5	1 2 3 4 5
Having a comfortable office is important	1 2 3 4 5	1 2 3 4 5
Being able to personalize my workspace is important	1 2 3 4 5	1 2 3 4 5
Having a flexible schedule is important	1 2 3 4 5	1 2 3 4 5
In order to make money, you must have a high stress job	1 2 3 4 5	1 2 3 4 5
Working for or with family members is enjoyable	1 2 3 4 5	1 2 3 4 5

Note: This activity can be modified to fit a wide array of topics. For example, to change the statements to deal with transportation, you could write, "the fastest way to school is by subway," "traveling by plane is relaxing," and so forth.

Planning a Party

Language and Skills: Listening and speaking

Appropriate Age/Level: 6 and above; beginner and above

Summary Description: This is a task-based activity where students work in groups to plan a party based on a set of questions.

How it works:

1. Put the students into groups of three.
2. Show students pictures of different types of parties. Ask them to describe what the people are doing and where the people are doing those activities.
3. Tell the students that they have been put in charge of planning a party for the class. They need to decide on the location, the type of party, and the time/date. (Option: you can add a level of complexity by requiring them to budget for a certain amount of money).
4. To help them brainstorm what is needed at their party (and to provide key vocabulary), give each group the party planning guide below.
5. Give each group 10-15 minutes to answer the questions. Then have them report to another group to explain their party. Call on a few volunteers to share their ideas.

Party Planning Guide

Talk with your group about these questions. Write any notes below.	Vocabulary Help
1. Where will you have your party? How will you get that location?	have it at... book a place... reserve a hall/room at...
2. Where will you get your food and drinks? How will you bring them to the party?	order from a place place an order with... prepare ourselves potluck go pick it up have it delivered
3. If you have music, how will you get it?	use our smartphones rent speakers book a DJ
4. If you decorate, what will you do?	make ourselves buy decorations
5. If you have activities, what will they be?	play... sing karaoke have contests about...

Interview a Celebrity

Language and Skills: Listening and Speaking

Appropriate Age/Level: 6 and above; intermediate and above

Summary Description: This is a fluency-focused paired activity where students create interview questions and roleplay an interview with a famous person of their choice.

How it works:

1. Put the students into pairs.
2. Tell them that today they will be meeting famous people. As a group, brainstorm famous people that they know.
3. Call on a volunteer to write the names on one side of the board. If the names are in a language you can't write -- or people you don't know -- that is fine!
4. On the other side of the board, write out some stems to help students interview their famous person. Examples of stems can include:

Advanced Sample Questions:

Could you tell us about an average day in your life?
When was the last time you _____?
What do you love to do when _____?
What future plans do you have for _____?
If they had _____ what would you do?

Beginner Sample Questions:

What is your name?
What is your favorite _____?

What do you like to do on _____?
What did you like to do before you became a(n) _____?

5. Give the students 10 minutes to write and orally practice their interview in pairs.
6. Depending on class size, have each group come in front of the room and present their interview. Ask a few follow-up questions after each presentation to ensure the audience is listening.

Additional Ideas:

- ✓ Bring in someone to the class (live or virtually) and have the students interview them (questions should be prepared prior).
- ✓ Conduct a mock job interview (vocabulary and questions should be covered in prior lessons).
- ✓ Create first-date or online-dating questions (age and culture need to be considered).

Picture-based Stories

Language and Skills: Listening and speaking

Appropriate Age/Level: 8 and above; intermediate and above

Summary Description: This is a fluency-focused activity that has students create storylines based on a series of pictures.

How it works:

1. Make 4 or 5 copies of the pictures below, cut out each one, and scramble them.
2. Put the students into small groups and give each group the six pictures.
3. Ask the class to tell you what the story might be about (e.g. buying a house, selling a house, etc.).
4. After you have elicited some key vocabulary, tell the students that they will have 10 minutes to try to put all of the pictures into a sequence and orally tell a story. They can write notes.
5. Tell groups that there is more than one way to organize the pictures and no wrong way. If they can't use all of the pictures, they can leave one out. Be creative!
6. After ten minutes, pair up groups and have them tell their story to the other group. Encourage more than one group member to speak by having each explain one picture.
7. Circulate for assistance.

Sample Pictures



Speak to Draw: Prepositions

Language and Skills: Listening and speaking

Appropriate Age/Level: 6 and above; beginner and above

Summary Description: This is a controlled speaking activity requiring students to listen to a peer describe a scene that they must then draw.

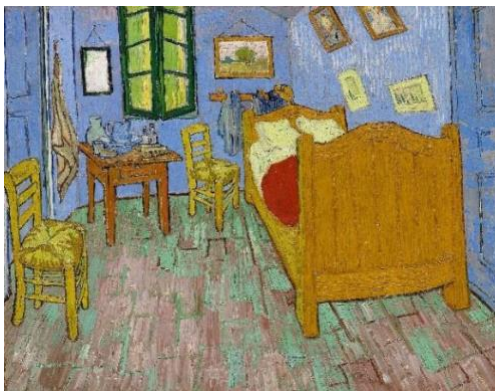
How it works:

1. Put the students into pairs and tell them to each get out a notebook and draw a big square. As they get out a notebook, write the following direction words on the board:

<i>underneath</i>	<i>in front of</i>	<i>to the left/right of</i>	<i>close to</i>	<i>side-by-side</i>
<i>next to</i>	<i>behind</i>	<i>across from</i>	<i>near</i>	<i>far away from</i>

2. Tell them that you will give each person a picture that they should **not** show to their partner. Give each person one picture face down. You can use the same two pictures (see samples below) for each group or use different pictures for each.
3. Model the activity for the students by having a volunteer come to the board. Tell that volunteer that you will describe a picture (e.g. there are two cats sitting side-by-side in chairs) and they must draw it as best they can **quickly**. Begin to describe the picture and let the student draw, giving them more advice as they draw so they can adjust. Once everyone gets the idea, have one student in each group turn their picture over and begin. Tell them they will only have 8 minutes. Circulate the room for assistance.
4. After 8 minutes, have the groups stop and show the picture to their pair.
5. Tell pairs to switch roles and repeat the process.

Sample Pictures



Miming Phrasal Verbs

Language and Skills: Vocabulary and reading

Appropriate Age/Level: 6 and above; intermediate and above

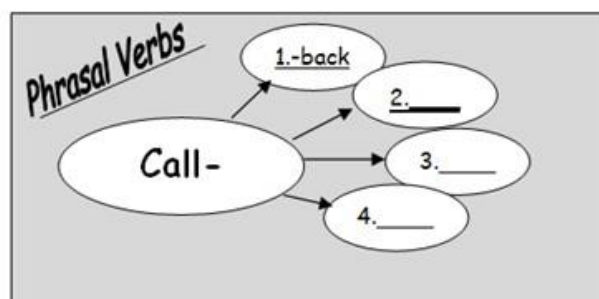
Summary Description: This is a TPR-based activity that has students mime out vocabulary words, which their peers then guess. The vocabulary must be familiar to the students.

How it works:

1. Before class, prepare a list of phrasal verbs that have the same verb with alternative following adverbs or prepositions. Create four of these groups and cut them up into four pieces of paper:

break in break up break down break out	call back call on call off call up
cut down cut out cut in cut off	get up get over get out get along

2. Divide the students into four groups and give each group one of the pieces of paper from above. They should not show their paper to the other groups.
3. Tell the students that they will have two minutes to silently act out scenes that elicit the phrasal verbs on their paper. They will do this in front of the class, and all will guess the phrasal verb. Give the groups five minutes to prepare for their group performance. (You might allow students to utilize classroom objects or other realia.)
4. Call on a volunteer group to go first. Look at their card and write the base verb on the board with corresponding numbered blanks (see example below). Tell the other groups to copy this chart into their notebooks. Tell them to not yell the answer and to instead write their guesses into their charts.
5. Have the group silently act out (i.e. mime) the verbs and everyone writes the answers in their notebooks. When each group is done, go over the answers together as a class.



Sentence Starters

Language and Skills: Grammar, writing, syntax

Appropriate Age/Level: 6 and above; beginner and above

Summary Description: This activity focused on sentence-level fluency uses sentence starters to provide an initial idea for a sentence often by including a subject and a verb, and students must complete the sentence. They can be helpful in the initial stages of learning a particular concept to aid students in getting started. Below, you will find examples for different levels.

Description: This activity focused on sentence-level fluency uses sentence starters to provide an initial idea for a sentence often by including a subject and a verb, and students must complete the sentence. They can be helpful in the initial stages of learning a particular concept to aid students in getting started. Below, you will find examples for different levels.

Examples:

Use sentence starters with various verb tenses for beginners:

He is_____.

He went_____.

The bus is driving_____.

Use sentence starters with adverb clauses for intermediate students:

Although he was afraid,_____.

Before we go on vacation,_____.

I liked the lesson because_____.

Use sentence starters with noun clauses for intermediate students:

I hope that_____.

I believe that_____.

I know that_____.

Use sentence starters as part of a reflection after completing an activity or using Experiential Learning with intermediate students:

Today I learned about...

I really liked... I did not like...

I was surprised about... My difficulties were...

I would like to know more about...

Use sentence starting with a KWL chart for any level:

K What do you know?	W What do you want to know?	L What did you learn?
I know that...	I want to know about...	I learned that...

Jazz Chants

Language and Skills: Speaking, pronunciation, grammar, vocabulary

Appropriate Age/Level: All ages and levels depending on the particular jazz chant. The examples below are for beginners. Note that adults may be a little apprehensive to use Jazz Chants at first.

Summary Description: This controlled activity uses jazz chants as a fun way to work on different aspects of pronunciation as well as practice components of grammar and vocabulary words. Jazz chants are rhythmic chants or poems that use jazz rhythms to show natural pronunciation patterns of conversation in American English. [The original collection of poems and chants](#) is attributed to Carolyn Graham.

How it works:

1. Have students listen to a recording of the chant or have the teacher read it one or two times aloud so that students can get the gist and listen to the pronunciation and rhythm.
2. Have students listen another time and identify a specific feature (e.g. underline all of the rhyming words, circle irregular verbs, etc.).
3. Students review what they identified with a partner or as a class.
4. Students listen to the chant one more time.
5. Students read the jazz chant together chorally.
6. Students try to read or say the chant with proper pronunciation and rhythm, first saying the chant to themselves quietly and then aloud with a partner.
7. Ask for volunteers to read or say the chant for the class.
8. For homework or extra credit, students can memorize the chant.

Examples

Irregular Verbs	Habits
from Grammar Chants by Carolyn Graham <i>Say, said.</i> <i>Stop on red.</i> <i>Eat, ate.</i> <i>Don't be late.</i> <i>Break, broke.</i> <i>Have a coke.</i> <i>Take, took.</i> <i>Learn to cook.</i> <i>Speak, spoke.</i> <i>Tell a joke.</i> <i>Write, wrote.</i> <i>Get off the boat!</i>	excerpt from Grammar Chants by Carolyn Graham <i>Bob gets up at six o'clock.</i> <i>He never wakes up late. (clap)</i> <i>He always gets up early. (clap)</i> <i>He never sleeps till eight. (clap)</i> <i>He always drinks his coffee black.</i> <i>He never uses cream. (clap)</i>

Know-the-word Jeopardy

Language and Skills: Listening, speaking, syntax

Appropriate Age/Level: 7 and above; high-beginner and above

Summary Description: This is a controlled activity requiring students to practice providing definitions, synonyms, and/or saying the word in a sentence. The vocabulary words must be familiar to the students. Know-the-Word Jeopardy can be played in a similar way to the traditional Jeopardy game you may have seen on television.

How it works:

1. The teacher needs to create the Jeopardy board. Go to the website below to create a board. Ideas for different categories include having students give a definition, having students give a synonym or antonym, having students use the word in a sentence, having students act out the word, having students give the part of speech, and having students identify the word by being given the definition.
 - <http://www.superteachertools.us/jeopardyx/>
2. When the time comes to play, divide the students into teams or have each student play as an individual.
3. Project the online Jeopardy game on an overhead projector and have students choose categories and answer questions. The teacher can facilitate and click on each category.
4. Choose whether or not the scores will be kept and decide on the best way to keep track of the score. It is a great game even if scores are not kept.

VOCAB JEOPARDY!

Definition	Word Parts	Act it Out	Spelling	Surprise!
\$200	\$200	\$200	\$200	\$200
\$400	\$400	\$400	\$400	\$400
\$600	\$600	\$600	\$600	\$600

Information Gap

Language and Skills: Listening, speaking

Appropriate Age/Level: 6 and above; beginner

Summary Description: This controlled activity requires students to work together to exchange information in order to complete a chart that gives information about family.

How it works:

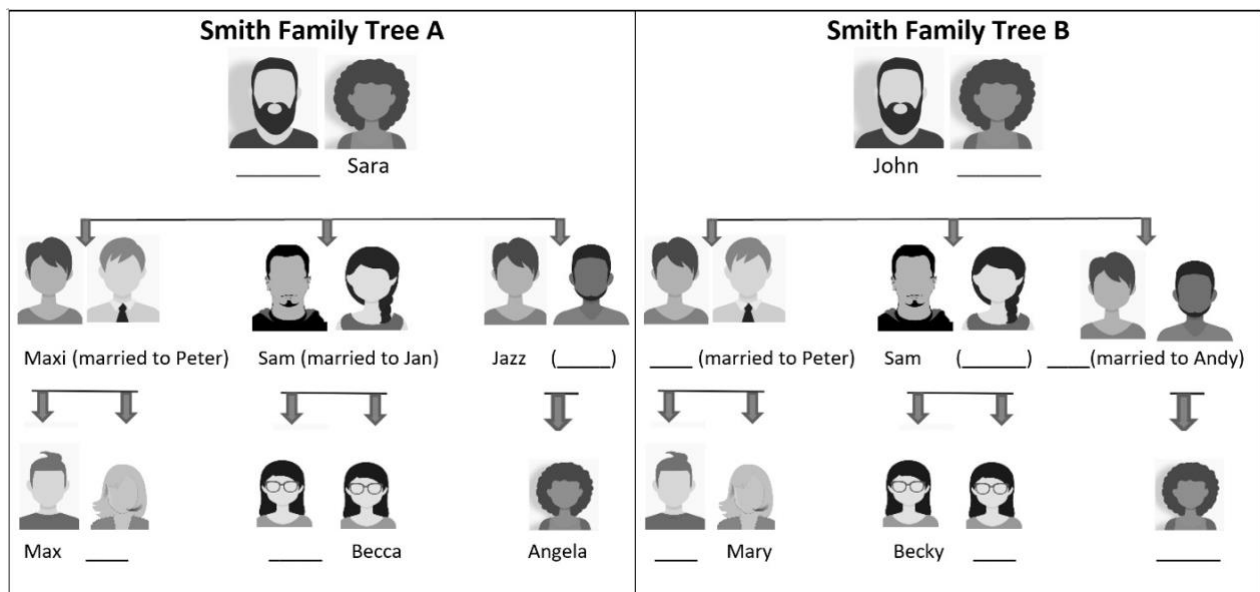
1. Put the students into pairs.
2. Give one student Smith Family Tree A and the other Smith Family Tree B. Tell them to not show their paper to their partner
3. Tell students that they have a family tree, but their worksheets contain different information. Tell them that they can find out the missing information from their partners.
4. Brainstorm with students types of questions that they might ask their partner in order to obtain missing information from their copy of the family tree.

Sample Brainstormed Questions:

Who is married to _____?

Who is _____'s child/father/brother/mother/sister?

5. Model the activity for the students by having one student ask their partner a question and write the answer. Once everyone gets the idea, tell each pair to speak until all the blanks are filled out. Tell them they will only have 8 minutes. Circulate the room for assistance.
6. After 8 minutes, have the groups stop and show their family tree to their partner.
7. Take away the exercise and have them try to produce information similar to what is in the GAP without assistance (e.g. There are # number of people in the family. John and Sara had 4 children, etc.)



Word Map

Language and Skills: Reading, writing, syntax

Appropriate Age/Level: 7 and above; high-beginner and above

Summary Description: This is a controlled activity requiring students to provide definitions, synonyms, and/or the word in a sentence.

How it works:

1. Draw the example word map onto the board and have students copy it into their notebooks (or vocabulary journals).
2. Model one vocabulary word with a student. Use a vocabulary word from your lessons and work with the students to fill in the boxes with the appropriate information.
3. Have students work either individually or in pairs to complete 3-5 vocabulary words. Recreate the Word Map for each word.
4. Call on a few volunteers to come and recreate their maps on the board.
5. Go over the examples with the class.

Word Map

