

Activate:

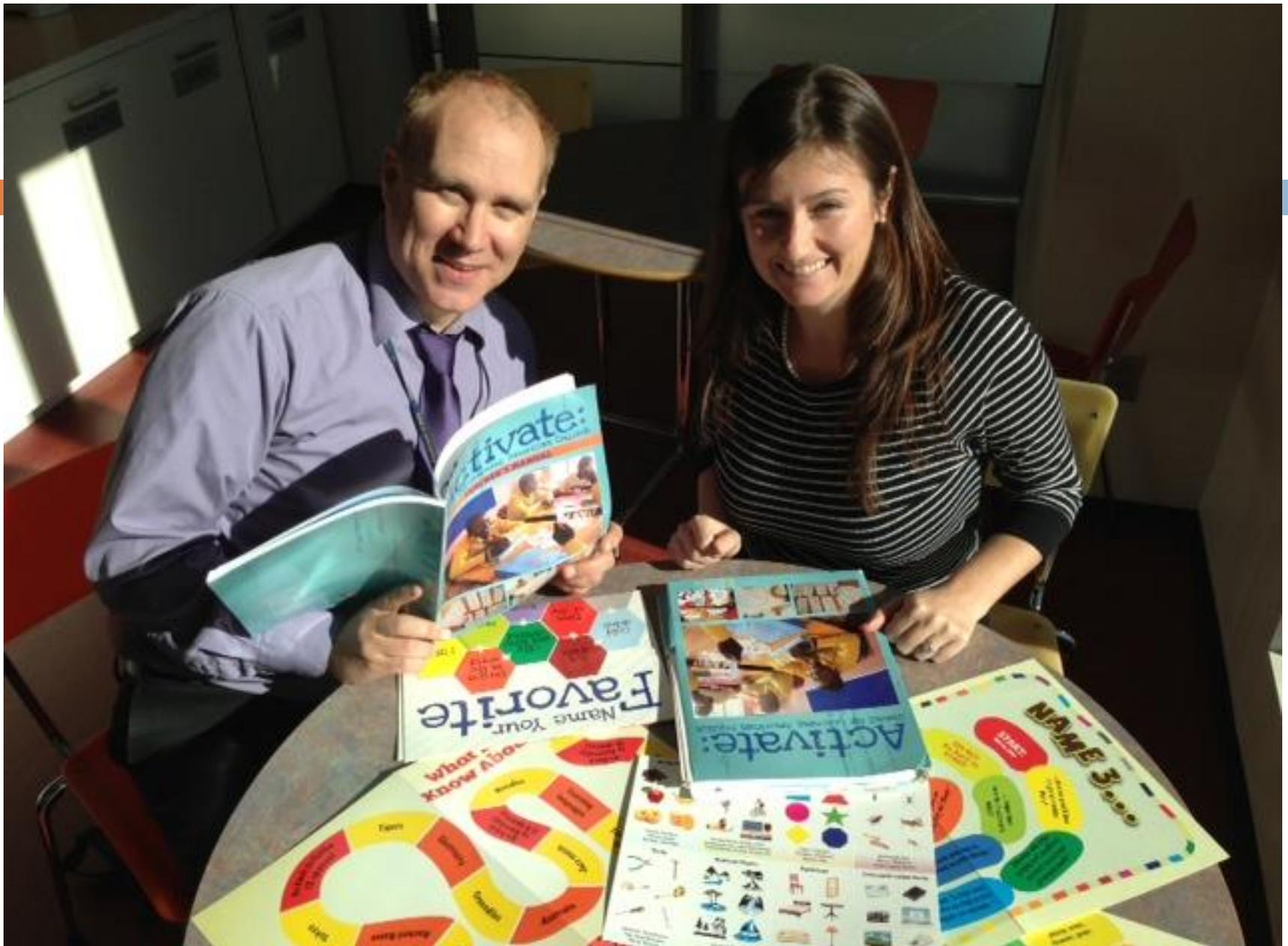
Games for Learning American English



A E AMERICAN **E** ENGLISH

What Someone Does



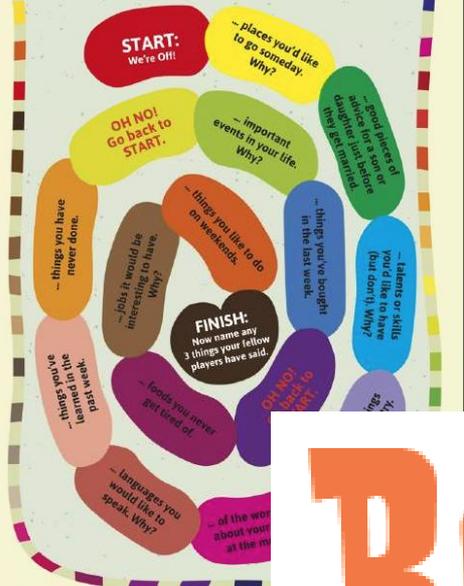


A **E**

AMERICAN ENGLISH

WE  **FUN**

NAME 3...



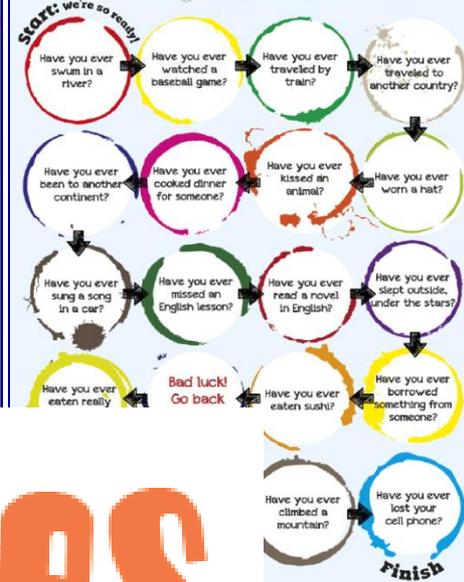
Name Your Favorite



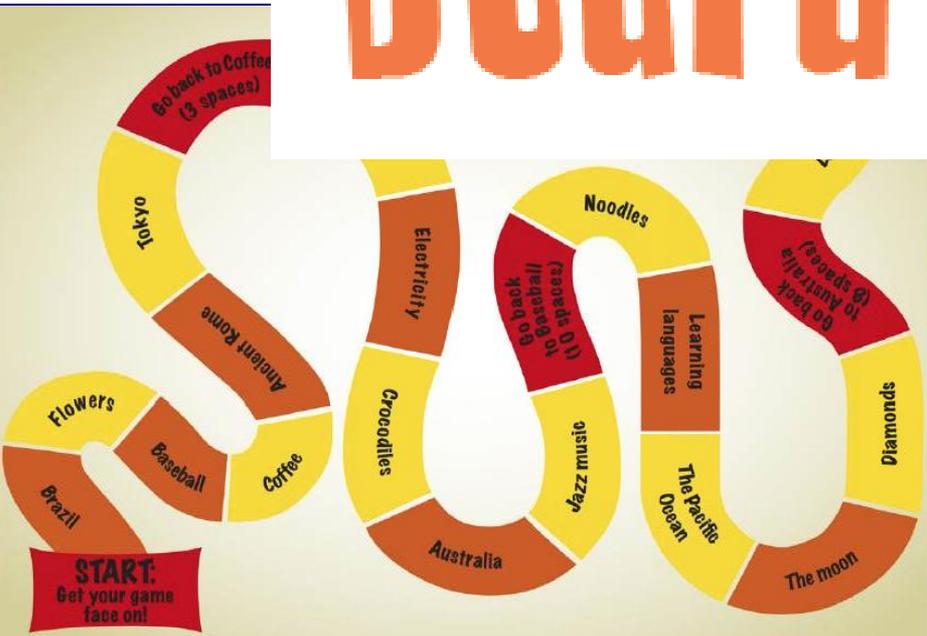
WHAT YOU MIGHT FIND



Have You Ever...? Oh, When?



Board Games



Snack Time!



Grapes, Cr
Donuts, J
Banana, Cl

Snack Time!

1. Which of the snacks on the card is the healthiest? Which is the least healthy?
2. Which snacks are salty? Which are sweet? Which are crunchy? Which are soft?
3. Which of the snacks do you like to eat? Why?
4. What other snacks do you like to eat? What do they look like?
5. Which snacks are easy to carry with you? Why?

A Trip to the Zoo



A Trip to the Zoo

1. Which animal on the card is your favorite? Why?
2. Tell me more about one animal. Where does it live? What does it eat?
3. Which animals have you seen in real life? When and where did you see them?
4. What are three other animals you might see in the zoo? What do they look like?
5. Which animal would you like to speak to? What would you say to the animal?

one of these
animal would you

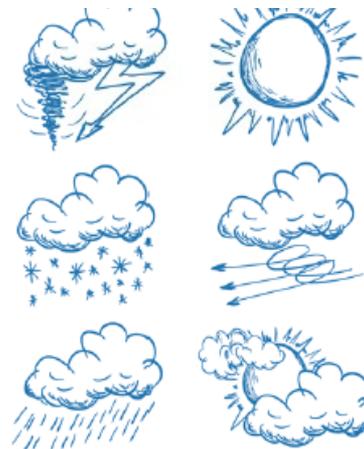
Picture This

Let's



Volleyball, Baseball,
Tennis Ball, Basketball,
Football, Soccer Ball

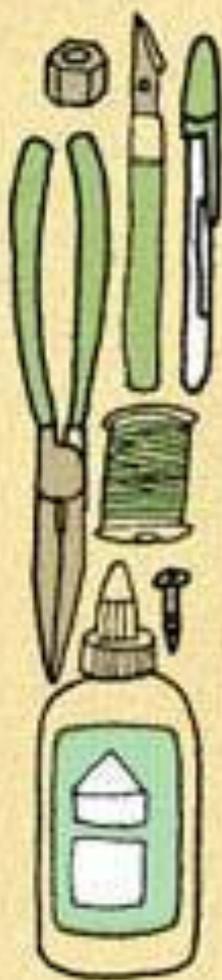
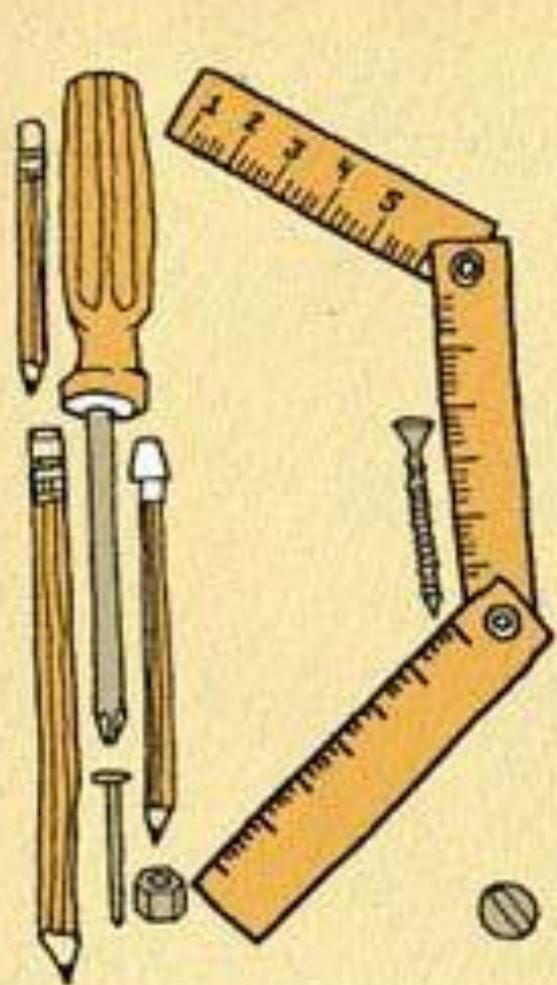
1. Which games on the card do you play as a team? Which do you play as an individual?
2. Which game is the easiest to play? Which one is the most difficult to play? Why?
3. Choose one game. What do you need to play it? Why do you need it?
4. Which games do you like to watch? Why?
5. Which games do you like to play? Why?
6. Which games have you never played before? Which games would you like to play? Why?



Stormy, Snowy,
Rainy, Sunny,
Cloudy, Windy

Weather

1. Which type of weather do you like best? Why?
2. How do you get ready for school on a rainy day?
3. What can you do outside on a snowy day?
4. Choose one type of weather. What are three fun things to do on that kind of day?
5. Choose another type of weather. What clothes do you wear outside in that weather?
6. What climate would you like to live in? Why?



YOUR CLASSROOMS

“ONE SIZE
FITS ALL” -
great for
socks and
hugs. Not so
great for
beliefs...or
education.

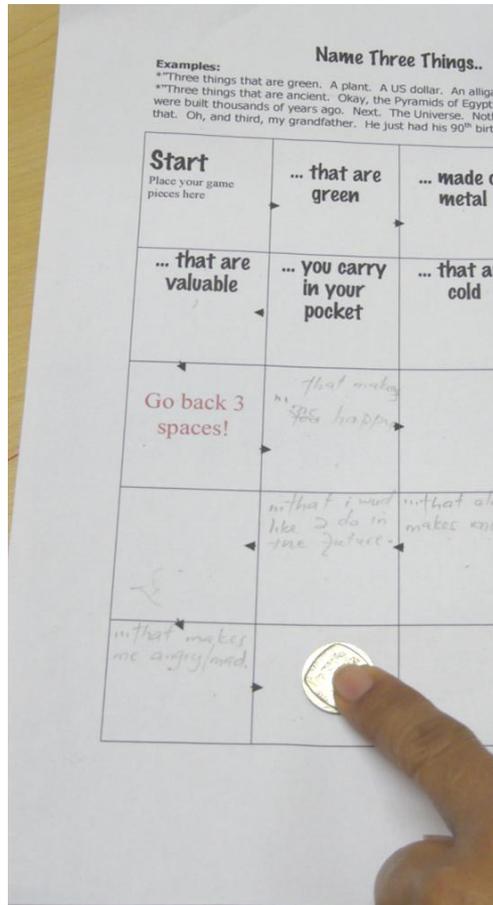


No Dice? No Problem!

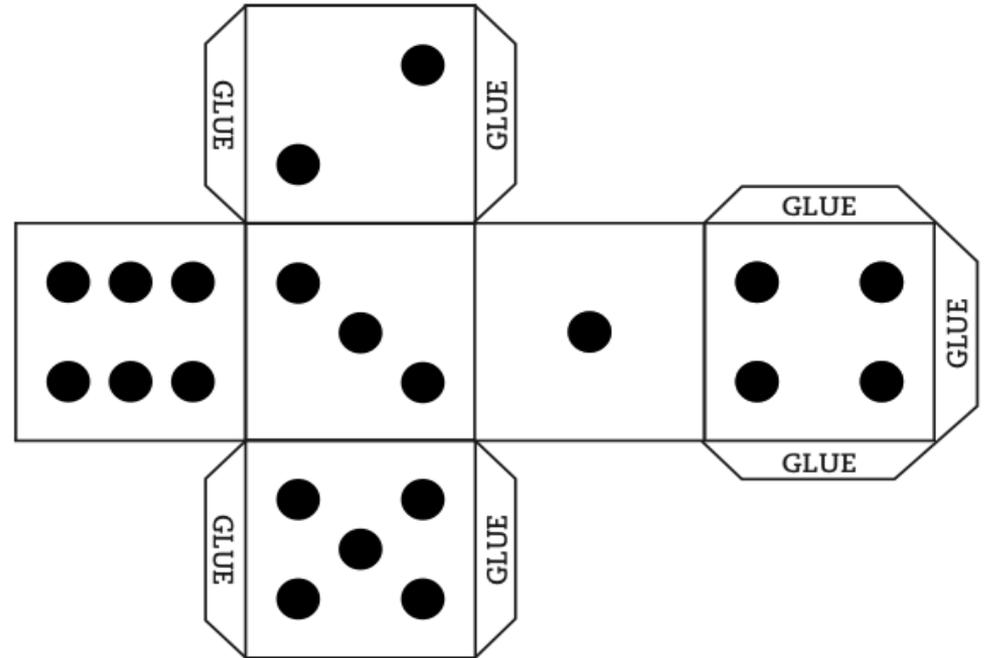


AMERICAN ENGLISH

No Dice? No Problem!



DICE TEMPLATE



AMERICAN ENGLISH

No Dice? No Problem!



START:
Let's do it!

BAD LUCK!
GO BACK
5 SPACES!

TV,
MOSQUITOES,
DIVORCE

ZOOS,
VIDEO
GAMES,
PRISONS

FINISH

MICE,
CARS,
CORN

ENGLISH
LANGUAGE,
LOCKS,
MAKE UP

**Which One Would the World
Be Better Without... Why?**

WINE,
MONEY,
BOOKS

PLASTIC,
FIRE,
OIL

MILK,
DANCING,
GRASS

CLOWNS,
PIANOS,
WINTER

CITIES,
MOUNTAINS,
BEACHES

LAWS,
BORDERS,
SHOPPING
MALLS

THE INTERNET,
BANKS,
ROMANTIC
FILMS

TRAINS,
CANDY,
KNIVES

SUGAR,
GUNS,
HOSPITALS

HIP HOP,
VOLCANOES,
POLICE

TRAFFIC,
COMPUTERS,
DOCTORS

CELL PHONES,
FOOTBALL,
PETS

PLASTIC BAGS,
HUNTING,
CLOCKS

HANDSHAKES,
MILKSHAKES,
CANDLES

BAD LUCK!
GO BACK
3 SPACES!

Variations for *Which One Would the World Be Better Without...Why?*

| Variation | Directions | “Player Talk” |
|------------|--|--|
| My Ranking | Have students rank the three items in terms of their importance in their own lives, with one being most important. | <i>Doctors are the most important because they save lives, computers are the next most important because many people use them for work and to share information. I do not think traffic is important because it causes many people to be late.</i> |

START:
Let's do it!

BAD LUCK!
GO BACK
5 SPACES!

TV,
MOSQUITOES,
DIVORCE

ZOOS,
VIDEO
GAMES,
PRISONS

FINISH

MICE,
CARS,
CORN

ENGLISH
LANGUAGE,
LOCKS,
MAKE UP

My Ranking:
Most Important in My Life

WINE,
MONEY,
BOOKS

PLASTIC,
FIRE,
OIL

MILK,
DANCING,
GRASS

CLOWNS,
PIANOS,
WINTER

CITIES,
MOUNTAINS,
BEACHES

LAWS,
BORDERS,
SHOPPING
MALLS

THE INTERNET,
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CELL PHONES,
FOOTBALL,
PETS

PLASTIC BAGS,
HUNTING,
CLOCKS

HANDSHAKES,
MILKSHAKES,
CANDLES

BAD LUCK!
GO BACK
3 SPACES!

WE  **FUN**



...easy fun.



Activate: Games for Learning American English - Board Games

This is a collection of games for the language classroom. The board games in Activate offer interactive English language practice in a learner-centered, low-stress environment.

Activate: Games for Learning American English is a collection of games for the language classroom. The games in *Activate* offer interactive English language practice in a learner-centered, low-stress environment. The board games in *Activate* show the paths that the players must follow and the English phrases that the players must produce orally. Each board game has a theme that requires the students to produce certain types of expressions, so they practice a variety of vocabulary, grammar patterns, and functional meanings.

Watch a Teaching Tip for this resource.

Format: Text

[Downloads](#)[Hard Copy](#)[Online](#)[Board Games Instructions](#)[Text \(PDF\)](#)[Board Games Template](#)[Text \(PDF\)](#)



Board Game: About Me

Board Game: Name 3

Board Game: Which One Would the World Be Better Without? Why?

The board game *Which One Would the World Be Better Without? Why?* allows students to talk about hypothetical situations in an authentic and engaging way. For this board game, you will find the downloadable game, game instructions, and game variations.

Format: Text

Find Similar Resources

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Downloads

Which One Would the World Be Better Without? Why? Instructions

Text (PDF)

Which One Would the World Be Better Without? Why? Board Game

Text (PDF)



Board Game: What Do I Know About ...?

Board Game: Would You Rather?

Board Game: Name Your Favorite

Board Game: Have You Ever? Oh, When?

Board Game: Which One is Different? Why?

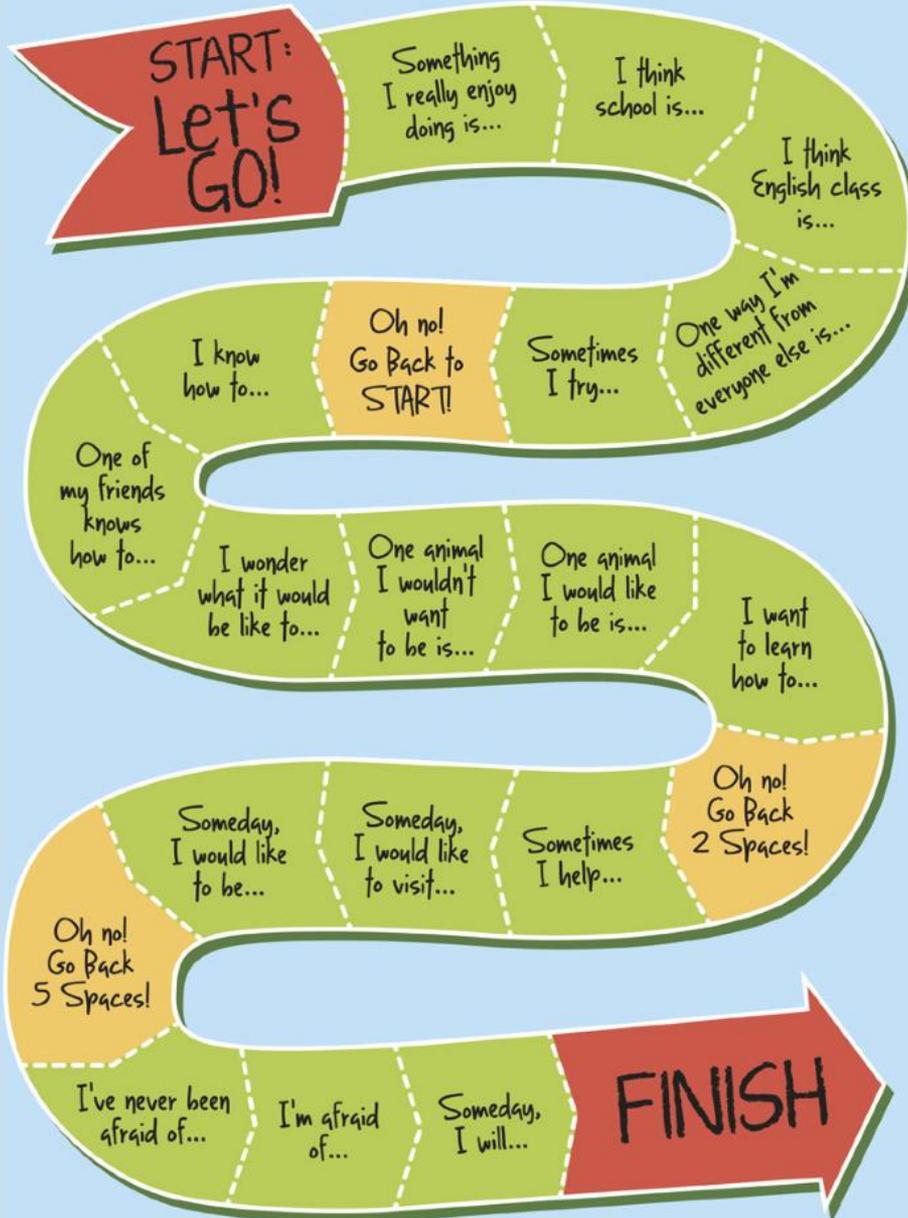
Teachers are the best game creators!



| Board Game Title: | Example Game Square: | Level? | Language being practiced? |
|--|---|--------|---------------------------|
| About Me | “I know how to...” | | |
| Name Your Favorite | “Time of day” | | |
| Use A Word | “yesterday” | | |
| What Do I Know About? | “crocodiles” | | |
| Which One Is Different? | “tea, coffee, milk, fruit juice” | | |
| What Someone Does... | “at the beach” | | |
| What You Might Find.... | “in a superhero’s closet” | | |
| Name 3... | “of the best things about your country” | | |
| Have You Ever? Oh, When? | Traveled to another country? | | |
| Which One Would the World Be Better Without? | Clowns, pianos, winter | | |
| Would You Rather? | Be able to fly or have the power to be invisible? | | |

| Board Game Title: | Example Game Square: | Level? | Language being practiced? |
|--|---|--------|---------------------------|
| About Me | "I know how to..." | | |
| Name Your Favorite | "Time of day" | | |
| Use A Word | "yesterday" | | |
| What Do I Know About? | "crocodiles" | | |
| Which One Is Different? | "tea, coffee, milk, fruit juice" | | |
| What Someone Does... | "at the beach" | | |
| What You Might Find.... | "in a superhero's closet" | | |
| Name 3... | "of the best things about your country" | | |
| Have You Ever? Oh, When? | Traveled to another country? | | |
| Which One Would the World Be Better Without? | Clowns, pianos, winter | | |
| Would You Rather? | Be able to fly or have the power to be invisible? | | |

About Me



"About Me" (variation)
Level: beginners
Language: I have/I am

Brothers
& Sisters

Meters
tall

Profession

| Board Game Title: | Example Game Square: | Level? | Language being practiced? |
|--|---|---|---|
| About Me | “I know how to...” | Intermediate + Can be adapted for all levels | Students will be able to talk about themselves. |
| Name Your Favorite | “Time of day” | | |
| Use A Word | “yesterday” | | |
| What Do I Know About? | “crocodiles” | | |
| Which One Is Different? | “tea, coffee, milk, fruit juice” | | |
| What Someone Does... | “at the beach” | | |
| What You Might Find.... | “in a superhero’s closet” | | |
| Name 3... | “of the best things about your country” | | |
| Have You Ever? Oh, When? | Traveled to another country? | | |
| Which One Would the World Be Better Without? | Clowns, pianos, winter | | |
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| Board Game Title: | Example Game Square: | Level? | Language being practiced? |
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| Name 3... | "of the best things about your country" | | |
| Have You Ever? Oh, When? | Traveled to another country? | | |
| Which One Would the World Be Better Without? | Clowns, pianos, winter | | |
| Would You Rather? | Be able to fly or have the power to be invisible? | | |

Have You Ever...?

Oh, When?



| Board Game Title: | Example Game Square: | Level? | Language being practiced? |
|--|---|--------------------------|---|
| About Me | "I know how to..." | | |
| Name Your Favorite | "Time of day" | | |
| Use A Word | "yesterday" | | |
| What Do I Know About? | "crocodiles" | | |
| Which One Is Different? | "tea, coffee, milk, fruit juice" | | |
| What Someone Does... | "at the beach" | | |
| What You Might Find.... | "in a superhero's closet" | | |
| Name 3... | "of the best things about your country" | | |
| Have You Ever? Oh, When? | Traveled to another country? | Low intermediate + | Students will be able to talk about events that happened in the past, and when. |
| Which One Would the World Be Better Without? | Clowns, pianos, winter | | |
| Would You Rather? | Be able to fly or have | | |

New Game Ideas:

- Daily Routines

- What type of language would students need to use?
- What could we put in the game squares?

*Remember: we don't want to have just one answer per square, we want students to use the language authentically, and to make it personal.

Daily Routines

| | | | | | |
|----------|---|--|--|--|--|
| Dog | | | | | |
| Dishes |  | | | | |
| Shower | | | | | |
| Homework | | | | | |
| Start | | | | | |

Daily Routines

| | | | | | |
|----------------|---|--|--|--|--|
| Walk the dog | | | | | |
| Do the dishes |  | | | | |
| Take a shower | | | | | |
| Do my homework | | | | | |
| Start | | | | | |

Other Game Ideas....

Game/Language

□ If I had....

Sample Game Squares:

A million dollars

My own house

An Elephant

□ Rules/Laws

Recycle

Spit

Steal

□ How many do you know?

fruits

animals



Are you up for a challenge?
Stay Tuned....



Start

Picture This

A Trip to the Zoo



**Bear, Elephant,
Monkey, Lion,
Kangaroo, Giraffe**

A Trip to the Zoo

1. Which animal on the card is your favorite? Why?
2. Tell me more about one animal. Where does it live? What does it eat?
3. Which animals have you seen in real life? When and where did you see them?
4. What are three other animals you might see in the zoo? What do they look like?
5. Which animal would you like to speak to? What would you say to the animal?
6. Imagine you are one of these animals. Which animal would you be? Why?

A Trip to the Zoo

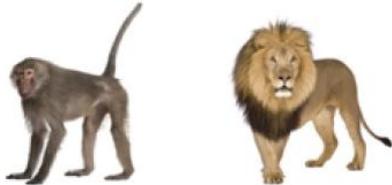


**Bear, Elephant,
Monkey, Lion,
Kangaroo, Giraffe**

Picture This

Kevin Sees This:

A Trip to the Zoo



Bear, Elephant,
Monkey, Lion,
Kangaroo, Giraffe

Jenny Sees This:

A Trip to the Zoo

1. Which animal on the card is your favorite? Why?
2. Tell me more about one animal. Where does it live? What does it eat?
3. Which animals have you seen in real life? When and where did you see them?
4. What are three other animals you might see in the zoo? What do they look like?
5. Which animal would you like to speak to? What would you say to the animal?
6. Imagine you are one of these animals. Which animal would you be? Why?



A

E

AMERICAN ENGLISH

READY FOR MORE?

This section contains 13 additional games that students can play with the *Picture This* cards that are included with this book (and with the cards that you create on your own). Some of these variations are designed primarily to help students relax, improve their speaking fluency, and have fun speaking English without worrying about accuracy. Others require students to pay close attention to English, but in a low-stress, game-like context. Each game below includes a brief description, step-by-step instructions for playing the game, examples of player talk, and in some cases, additional variations of the game.

Game 2: ABCs

ABCs provides students with vocabulary practice by asking them to think of vocabulary words that are related to many different topics. Students use *Picture This* cards as a starting point for each topic. Then they come up with related vocabulary items that begin with many letters of the alphabet. This game works well as a whole-class activity or as a competition among groups.

Instructions

1. Decide if you will complete this activity as a whole class or in small groups. If you are using groups, have students sit in groups of 2–4.
2. Write the letters of the alphabet (A to Z) in a vertical list on the blackboard, or have players do this individually on a piece of paper.
3. Show the class the picture side of one card. You may need to walk around the classroom so that all students can see the pictures clearly.
4. Have players name the pictures on the card. Write the names next to the appropriate letter in the ABC list based on the first letter of the word.
5. Together, think of examples beginning with other letters of the alphabet. How many can the class think of in 5 minutes?

Optional: To make this game more competitive, divide students into two or more teams. See which team can fill in the most ABC examples in 5 minutes.

ABCs

Eat Your Vegetables



Broccoli, Pepper,
Tomato, Carrot,
Peas, Onion

“Player Talk” in ABCs Eat Your Vegetables

| | | | |
|---------------|------------|-----------|------------|
| A asparagus | H ? | O onion | V ? |
| B broccoli | I ? | P peas | W ? |
| C carrot | J ? | Q ? | X ? |
| D ? | K kale | R radish | Y yam |
| E eggplant | L lentil | S spinach | Z zucchini |
| F ? | M mushroom | T tomato | |
| G green beans | N ? | U ? | |

A-Z Feelings

Feelings



Happy, Sad,
Angry, Surprised,
Tired, Confused

Angry

B

Confused

D

E

F

G

Happy

I

J

K

L

M

N

O

P

Q

R

Sad, Surprised

Tired

U

V

W

X

Y

Z



AMERICAN ENGLISH

Game 11: Same & Different

Same & Different provides students with an opportunity to use their background knowledge about the items on a *Picture This* card and create descriptions that compare and contrast two of the items on the card.

Instructions

1. Have students (the players) sit in groups of 3–4. Choose an amount of time for the activity.
2. The group chooses one player to be the Timer making sure he or she can see a clock. The Timer takes a card and carries it to his or her group.
3. The Timer chooses two of the pictures on the card and shows them to the group.
4. The remaining players think about how the two pictures are similar and different. They name as many similarities and differences as they can in 1 minute while the Timer keeps track of the time.
5. After 1 minute, the group should choose a new Timer. The new Timer should choose two different pictures on the card or turn in the card and get another.
6. End the game after the specified amount of time.

Note: Depending on the students' level, groups can list words or phrases, or they can use complete sentences.

Optional: To make the game competitive, have each group compete with another group. Decide if the groups will list words or phrases or write complete sentences. Have groups write their comparisons on paper. After a specified amount of time (2 or 3 minutes), have the groups exchange papers and discuss the similarities and differences of the items that they have compared. Note that this option requires multiple copies of the *Picture This* cards.

Beverages



Tea, Milk,
Soda, Juice,
Water, Coffee

Let's Play!



Volleyball, Baseball,
Tennis Ball, Basketball,
Football, Soccer Ball

Personal Items



Glasses, Purse,
Wallet, Mobile Phone,
Comb, Watch

Transportation



Motorcycle, Car,
Train, Airplane,
Bicycle, Bus



Activate: Picture This

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Activate: Games for Learning American English is a collection of games for the language classroom. The games in Activate offer interactive English language practice in a learner-centered, low-stress environment. Picture This cards are a set of cards that can be used for a variety of conversation and word games in English classes.

Format: Text

Downloads

Hard Copy

Picture This Instructions

Text (PDF)

Picture This Cards

Text (PDF)



Class Management Game Tip #1

Always in groups



How many students do you have?

Let's do the math...

50 students...

11 Groups of 4. 2 groups of 3

= 13 groups



How many “Picture This” game cards
do we need for these 50 students?

Class Management Game Tip #2

You don't need as many materials
as you think

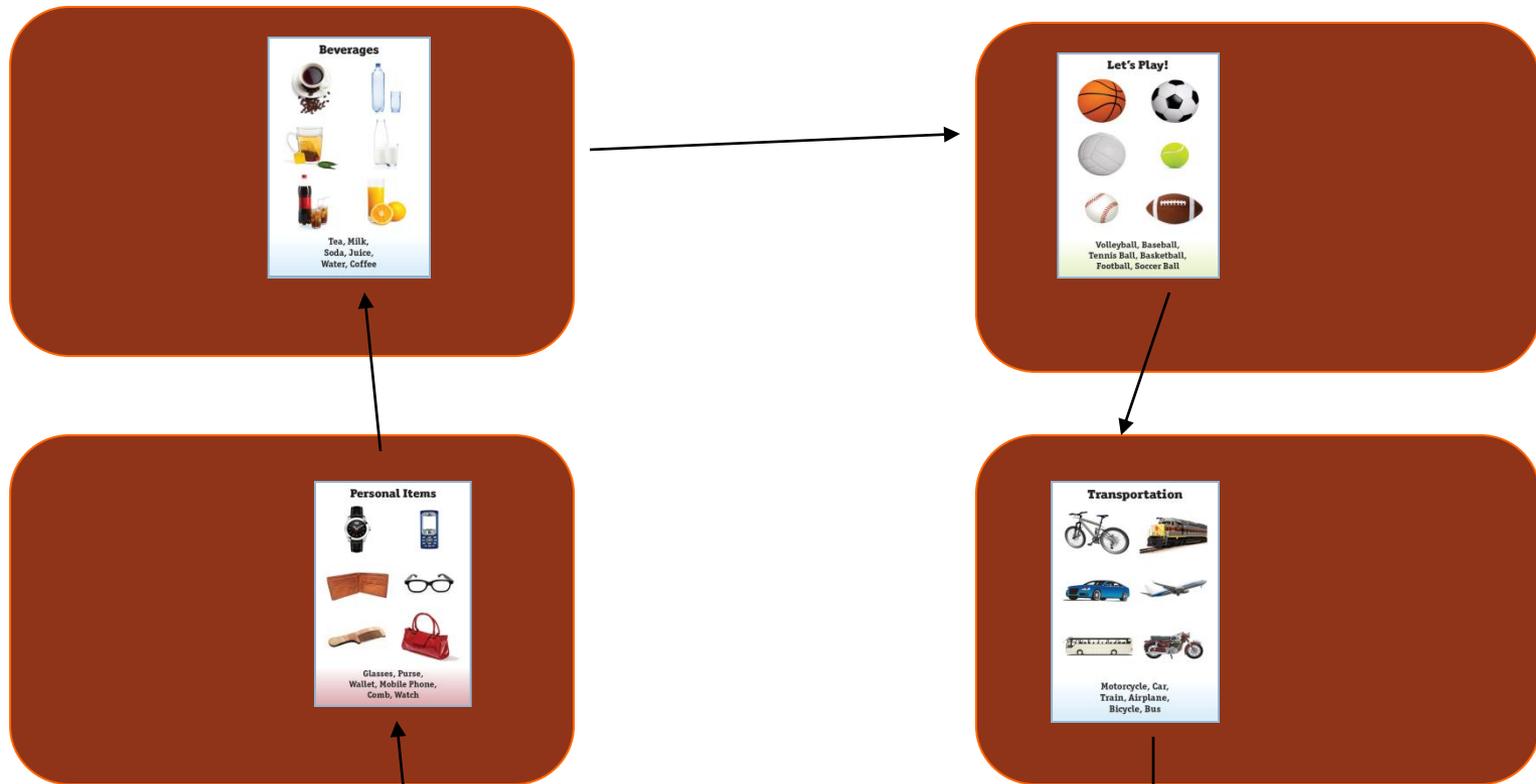
Teacher's desk



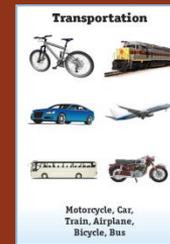
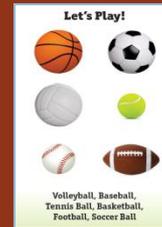
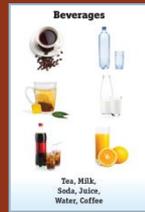
| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

Classroom Management Game Tip #3

Have a system for rotating materials



Use a Timer... Or don't...



Class Management Game Tip #4

Think in terms of group *bases*



Class Management Game Tip #5

Attitude

“We will find a way.
If we can't find a way,
we'll make one”

At the zoo

1. lions
2. elephants
3. monkeys
4. zebras
5. cages
6. bears

In the sky

clouds
birds
the sun
the moon
airplanes
rainbow

At the beach

sand
seashells
umbrellas
towels
bathing suits
waves



Guess What? Word Bricks

Learn more in the
“Activate: Games for Learning American English”
Webinar Part 2!

Are you up for a challenge?
Stay Tuned....



Start



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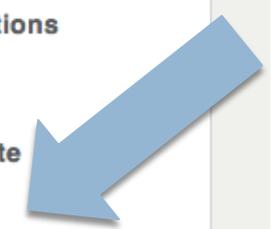
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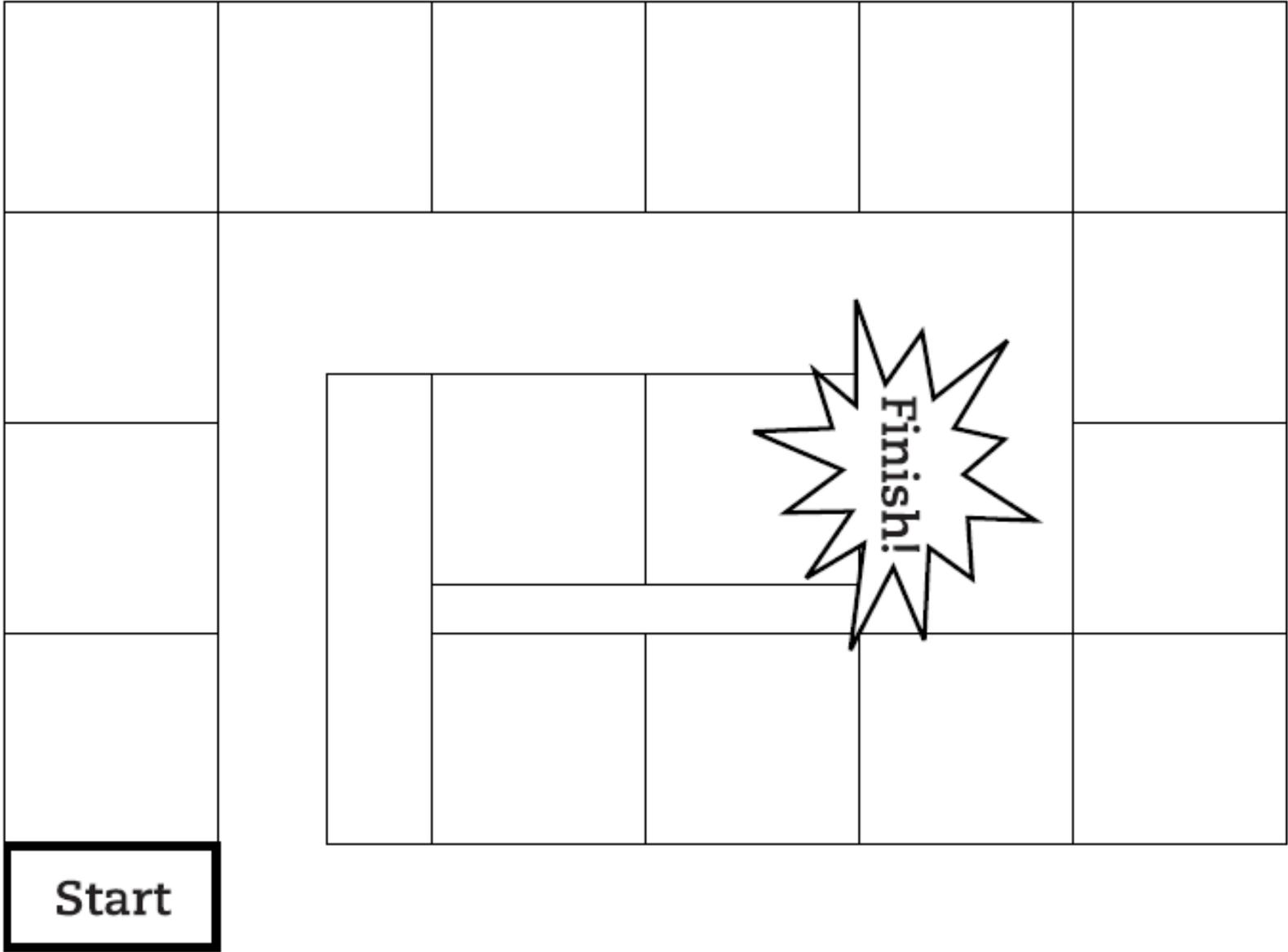
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Board Games Instructions

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Board Games Template

[Text \(PDF\)](#)



AMERICAN ENGLISH



Made in Indonesia

Let the Games Begin!

Submit your board games to:
americanenglish@state.gov