During this session, we will examine games that motivate students to learn from grammar and vocabulary activities.

• Grammar is an important aspect of language learning, but instruction doesn’t always have to focus directly on teaching rules.

• Students enjoy varied methods of learning English grammar and vocabulary.

• Today’s games will help students learn, review, and internalize through personal connections and having fun!
Kate Bain taught English as a foreign or second language for over thirteen years in K-12 and university settings. She was an English language Fellow in Colombia before moving to Washington, DC to work at Georgetown University and now at the U.S. Department of State. She enjoys her current role, in which she gets to manage the American English social media channels and website.
Using Games in the Classroom to Build Vocabulary and Grammar Skills

Kate Bain
What Do I Know About?

START: Get your game face on!

Tokyo, do back to Coffee (1 space), Tigers, Electricity, Crocodiles, Jazz music, Australia, The Pacific, Ocean, The moon, Love, Noodles, Learning, Languages, Flowers, Baseball, Coffee, Brazil, Diamonds.

American AE English
Using Games in the Classroom to Build Vocabulary and Grammar Skills

Kate Bain
Discussion Questions:

1. What fun activities do you do in the classroom to help your students develop their vocabulary skills?
2. How do you use games in your English language classroom?
3. What are the advantages of using games in the classroom? The disadvantages?
How is language typically taught at your school?
Has this ever happened to you?
Why Games?

Reviewing, reusing, and recycling newly encountered [language] is imperative if students are to fully own [the new language].

- Nico Lorenzutti
Why Games?

Games...

1. Lower the affective filter
2. Increase student talk time
3. Allow time for informal assessment
Why Games?

Games...
4. Motivate students
5. Involve everyone in class
6. Allow for *fun practice* of language
What is the purpose of using games in class?

to reinforce what has already been taught
Meeting Educational Goals

- What specific point are you aiming to introduce or practice with this game?
- Are the instructions and rules easy to understand?
- Does the level of difficulty match the class skill level?
- Does the game require maximum student engagement?
- Will this game cause a classroom management issue?
Setting up Your Classroom for Games

- Dice
- Game Pieces
- Boards
- Group Size
- Procedure
- Time Limit
No dice or game pieces? No problem!
Game Boards
Activate: Games for Learning American English

Grammar Focus: Present Perfect

Levels: Intermediate/Advanced

Aims:
• Practice present perfect form
• Enhance conversational skills
• Maintain interest in classroom topics
Have You Ever? Oh, When?

Step One: Students get into groups of 3 - 4.

Step Two: Students decide who will take the first turn. They will play in clockwise order thereafter.

Step Three: Students move their game pieces along the path according to the number indicated by the dice.

Step Four: Students read the question that they land on to the group.

Step Five: Each student replies. If they answer “yes,” they should describe the last time they did the activity. If the answer is “no,” they should describe a related activity that they have done.
Have You Ever...? Oh, When?

Start: we're so ready

- Have you ever swum in a river?
- Have you ever watched a baseball game?
- Have you ever travelled by train?
- Have you ever travelled to another country?
- Have you ever been to another continent?
- Have you ever cooked dinner for someone?
- Have you ever kissed an animal?
- Have you ever worn a hat?
- Have you ever sung a song in a car?
- Have you ever missed an English lesson?
- Have you ever read a novel in English?
- Have you ever slept outside, under the stars?
- Have you ever eaten really spicy food?
- Bad luck! Go back 10 spaces.
- Have you ever eaten sushi?
- Have you ever borrowed something from someone?
- Have you ever played a piano?
- Have you ever seen a ghost?
- Have you ever climbed a mountain?
- Have you ever lost your cell phone?

Finish

Have you ever been to another continent?
Activate: Games for Learning American English

 Grammar Focus:
 • Present Simple

 Levels:
 • Any

 Aims:
 • Practice present simple form
 • Enhance conversational skills
 • Maintain interest in classroom topics
What Someone Does...

**Step One:** Students get into groups of 3 - 4.

**Step Two:** Students decide who will take the first turn. They will play in clockwise order thereafter.

**Step Three:** Students move their game pieces along the path according to the number indicated by the dice.

**Step Four:** Students read the phrase that they land on to the group.

**Step Five:** Students list three things that one does in this place or condition. No player is allowed to repeat something that has already been said.
Grammar Focus:
- Past Simple

Levels:
- Any

Aims:
- Practice past simple form
- Enhance conversational skills
- Maintain interest in classroom topics
The Truth About Me

Step One: Students get into groups of 3 - 4.

Step Two: Students decide who will take the first turn. They will play in clockwise order thereafter.

Step Three: Students move their game pieces along the path according to the number indicated by the dice.

Step Four: Students read the word that they land on to the group.

Step Five: Players then use the word to make a true sentence about themselves.
Vocabulary Race
Vocabulary Race

Goals:
• Identify target vocabulary words by definitions
• Cooperate with classmates to find correct answers

Materials:
• List of words with matching definitions
• Note cards with vocabulary words OR
• Chalk or markers for writing on the board

Student Activity:
• Students form groups and one student per turn races to indicate the correct word for a definition.
Vocabulary Race: Procedure

- Students form groups.
- Students go to different parts of the room.
- The teacher gives all students a stack of note cards with the vocabulary words written on them.
Vocabulary Race: Procedure

- Students hear a definition of a word. In their group, they select the correct word from the cards.
- The designated student runs to the designated spot and puts the note card with the correct word on the table.
Vocabulary Race: Procedure

• *The group with the winning student earns a point.*

• *A new student is designated for the next round, and so on.*

• *The group with the most points wins!*
Vocabulary Race: Jobs

Definition:
A person who takes orders in a restaurant while you are seated at a table

server
Vocabulary Race: Jobs

Definition:
A person who helps you when you are sick and prescribes medicine

doctor
Vocabulary Race: Jobs

Definition:
A person who gives lessons about a topic and inspires students to be their best teacher.
Vocabulary Race – Other Ideas?
Speed Words
**Speed Words**

**Objective:** Students practice words or phrases they’ve recently learned in class

**Materials:** Chairs, note cards and pencils

**Main activity:**
Students stand in a line and review vocabulary by explaining words to their team mates and moving through a line. The first team to complete review of all words is the winning team!
Speed Words – Procedure

- Students are divided into teams (perhaps 5 teams).
Speed Words – Procedure

• Students write words on note cards that have recently been studied. (}
Speed Words – Procedure

- Teacher sets up chairs at the front of the room – one chair for each team.
Speed Words – Procedure

• After words are collected, students line up in teams with their chair.
Speed Words – Procedure

• One student sits in the chair and the others line up in front of him or her.
Speed Word – Procedure

• The first student in the line picks a card and explains the word to the student in the chair.
Speed Word – Procedure

• When the seated student guesses the word, he or she goes to the back of the line and the student in front sits in the chair.
Speed Word – Procedure

• This is repeated until all the first team has correctly completed all of their words.
• The first team to complete wins!
Speed Words – Other Variations?
#MovableClass Video Campaign
March 7 - April 5

How do you and your students move in the classroom?

SHARE YOUR VIDEO TODAY!
#MovableClass Instructions

• Take a video of yourself in your classroom describing your class activity (ONE minute or less).
• Tell us, “My students move when we _____.
• Post the video to [www.facebook.com/AmericanEnglishforEducators](http://www.facebook.com/AmericanEnglishforEducators) OR email it to [americanenglish@state.gov](mailto:americanenglish@state.gov).
• Don’t forget to include your name, city, and country, and use the hashtag #MovableClass.
• If you would like to include students, you MUST email [americanenglish@state.gov](mailto:americanenglish@state.gov) with a signed form indicating that they have agreed to be a part of this video. If they are under the age of 18, their parents need to sign this form. Email us to request the form!

Recap

• We talked about why games are a great way to practice grammar and vocabulary in your classroom.

• We showed you many examples of games you can use.

• We reminded you of how you can participate in our #MovableClass campaign!
Thank you!

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