



EASY ENGLISH FOR ESL LARNERS

SONGS AND GAMES

**Project prepared for We/ Ke/ Wedamulla Maha Vidyala by
the Student-Techers:**

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1. Be verb

Aim(s): Skill: speaking

Language: grammar

Other: getting to know about the *be verb* forms

Level: beginner level grade 4 and 5

Organization: whole class

Preparation: Flash cards on Subject pronouns (I/You/He/ She/ We/ They)

Time: five to ten minutes

Procedure:

Step 1: Students sit on their chairs.

Step 2: Practice them clapping and slapping the legs four times per set.

Step 3: Then clap hands for four times and slap legs for four times for pronouns.

I – clap hands (four times) I – slap legs (four times)

❖ Practice the same way for other pronouns in the same order.

Step 4: Use the same pattern to practice the pronouns with the related *be verb*

I – clap hands (four times) am – slap legs (four times)

❖ Follow the same order.

2. Pronouns

Aim(s): Skill: speaking

Language: grammar

Other: getting to know about the *pronoun's* forms

Level: beginner level grade 4 and 5

Organization: whole class

Preparation: Flash cards on Subject pronouns (I/You/He/ She/ We/ They)

Time: ten to fifteen minutes

Procedure:

Step 1: Students go out of the classroom.

Step 2: Paste the subject pronouns in different places.

Step 3: Teacher calls out for the subject pronouns.

Step 4: Students identify and run to the correct place.

❖ For active engagement of the students use a spacious place.

3. What is it...

Aim(s): Skill: speaking

Language: vocabulary

Other: getting to know different food items

Level: beginners

Organization: whole class

Preparation: Flash cards on food items

Time: five to ten minutes

Procedure:

Step 1: Teacher selects a picture of a food item.

Step 2: Teacher questions from the students using the song (teacher may hide the picture of the food item).

Step 3: Students respond while singing the song.

Appendix 01

Teacher; What is it//

Student; I don't know

Teacher; What is it//

Student; Hey let's go

Teacher; What is it//

Student; Please show me

Teacher; Are you ready...

Students; one two three

➤ Teacher shows the hidden picture

Student; It's a -----

4. If clauses

Aim(s): Skill: speaking

Language: grammar

Other: getting to know about the *if clauses*

Level: grade 9 and above

Organization: group work

Preparation: paper strips of writing the two clauses of the sentences; if clause & subordinate clause

Time: fifteen to twenty

Procedure:

Step 1: Divide the class into two groups.

Step 2: Provide the clauses to the separate groups: **If clause group A**

Subordinate clause group B

Step 3: Ask the students to read their clause and understand the meaning.

Step 4: Ask the students to move around the classroom and find the pair.

Step 5: Make the whole sentence and write it on the board.

Step 6: Provide a reward for correct pairs.

5. Past Tense

Aim(s); Skill: listening

Language: grammar Past Tense

Other: getting to know about the verbs

Level: Grade 5, 6,7, and 8

Organization: Group work

Preparation: MP3 or MP4 of the Past Tense song

Time: 15 to 20 mins

Procedure:

Step 1: Play the MP3 of the song and let the students to listen to the song for the first time. Song taken form the

Source: <https://www.youtube.com/watch?v=t-y9Y9kvUxk>

Step 2: Ask the students to write down the verbs that they can hear while listening to the song when it plays for the second time.

Step 3: Let the students to check their answers when it plays for the third time.

Step 4: Play the song for the fourth time and discuss the answers with the students

Step 5: Practice the song with the students and at the end give them the lyrics.

Step 6: Divide the class into groups and ask students to sing the song.

Do and did

Play and played

Go and went

Watch and watched

Eat and ate

Please add ed //

Please check your spelling //

Stop and stopped

Cook and cooked

Worship and worshipped

Chat and chatted	No y + ied //
Please ass “t” or “p” //	Read and read
Dry and dried	Cut and cut
Study and studied	put and put
Cry and cried	please add same spelling //
Please add “ied”	

6. Prepositions

Aim(s); Skill: listening

Language: grammar preposition

Other: getting to know about the vocabulary

Level: Grade 5, 6,7, and 8

Organization: Group work

Preparation: MP3 or MP4 of the Past Tense song

Time: 15 to 20 mins

Procedure:

Step 1: Play the mp3 of the following song taken from the Youtube link (<https://www.youtube.com/watch?v=QYerFOnPxu8>) and let the students to listen to it.

Step 2: Ask the students to write down the 10 words that they can hear while listening to the song for the second time.

Step 3: Discuss the answers with the students playing it for the third time.

Step 4: Show them the MP4 of the song (Video) and let them to identify the positions of the objects.

Step 5: Then practice the song by showing the pictures relevant to the song

One two three four

Where is the mouse?

The mouse is in the house

Where is the cat?

The cat is in the hat

Where are you?

I'm in the class

In on under

Infront of behind

Next to between

One two three four

Where is the bear?

The bear is on the chair

Where is the snake?

The snake is on the cake

Where are you?

I'm on the chair too

In on under

Infront of behind

Next to between

One two three four

Where is the fox?

The fox is under the box

Where is the rose?

The rose is under the nose

Where are you?

We are under the tree

In on under

Infront of behind

Next to between

One two three four

Where is the D?

The D is in front of the C

Where is the C?

The C is behind the D

Where is the E?

The E is next to D

Where are you?

I'm between C and E

7. Hangman

Aim(s); Skill: guessing and identifying

Language: vocabulary development

Other: getting to know about the vocabulary

Level: any level

Organization: Group work

Preparation: chits for the selected vocabulary

Time: 5 to 10 mins

Procedure:

Step 1: Divide the class into four or five groups.

Step 2: Ask one student from a group at a time to come to the front and select the chit.

Step 3: Instruct him/ her to write the first letter, middle letter and the last letter of the word on the board.

Step 4: Let the one student of each group a chance to tell a letter at a time and all the group should get the similar chances (at least 5) to fill the gaps.

Step 5: If the answer is incorrect step by step draw a picture of a hangman. If all the groups could not guess the word as a whole class give them a chance to guess the word.

8. Hot Seat

Aim(s); Skill: speaking

Language: describing the situations or objects

Other: getting to know about the vocabulary

Level: any level

Organization: Whole class

Preparation: chits for the selected vocabulary

Time: 5 to 10 mins

Procedure:

Step 1: Keep a chair in the middle or the in front of the class.

Step 2: Ask one student to come to the front and sit on that chair.

Step 3: Let that student to tell a sentence about an object or an event, or incident, what he/she did yesterday etc.

Step 4: Let the other students to ask 5-7 questions about that thing. Let a one student to ask one question at a time and give chances to all the students.

Step 5: Change the student in the hot seat and keep going the activity.

9. Miming

Aim(s); Skill: speaking

Language: guessing the verbs

Other: getting to know about the verbs

Level: beginner learners

Organization: Group work

Preparation: chits for the selected verbs

Time: 5 to 10 mins

Procedure:

Step 1: Divide the class into 4 or 5 groups.

Step 2: Ask one student from a group at a time to come to the front and take a chit.

Step 3: Let that student to mime the action in the chit and let the other groups to guess the verb related to the action. The first group who guesses the verb correctly will get a point.

Step 4: Keep going the guessing and give a chance to every group to participate in the task.

10.Active-Passive

Aims: Skills – Reading and Speaking

Language – Active – Passive Forms

Other – To match active and passive sentences that have the same meaning

Level: Pre-Intermediate

Organization: Class

Preparation: Make one copy of the cards for each group of four and cut as indicated. In this activity, students play a game of snap by matching active and passive sentences that have the same meaning.

Time: 20 minutes

Procedure:

Step 01: Divide the class into groups of four and provide them with a set of cards. Ask the students to shuffle the cards and place them face down in a pile. Tell them to take one card and read it together and then place it face up on the table.

Step 02: The students then take it in turns to pick up a card from the pile and read it aloud to the group. The student reading the card is not allowed to play this round.

Step 03: The other students listen and try to find a card that has the same meaning already on the table.

Step 04: If there is such a card, the first person to place a hand on the card and shout ‘Snap’, wins the pair of cards. If there is no match, the student places the card face up on the table.

Note: If a student shouts ‘Snap’ when the cards do not match, they must give back a pair of cards they had previously won. They do this by putting the two cards back in the pile and reshuffling them.

Step 05: Students play until there are no more cards. The students with the most pairs of cards at the end of the game is the winner.

PASSIVE SNAP



The teacher answers the student's question.	The student's question is answered by the teacher.
The student answers the teacher's questions.	The teacher's question is answered by the student.
The dog chased the cat.	The cat was chased by the dog.
The cat chased the dog.	The dog was chased by the cat.
Daniel spotted the tiger.	The tiger was spotted by Daniel.
The tiger spotted Daniel.	Daniel was spotted by the tiger.
The doctor examined the patient.	The patient was examined by the doctor.
The doctor examines the patient.	The patient is examined by the doctor.
My friend sang a beautiful song.	A beautiful song was sung by my friend.
My friend sings a beautiful song.	A beautiful song is sung by my friend.

11. Charades

Aims: Skills – Speaking and Writing

Language – Action words

Other – getting to know about action words

Level: Beginners and Intermediate

Organization: Class

Preparation: Silently act out the action words for your teammates to guess.

Time: 20 minutes

Procedure:

Step 01: Divide the class into groups of six and break the group into two teams. Shuffle the action word cards and place them in a pile in between both teams.

Step 02: One player picks the card and acts it out for his/her teammates. Each team gets three chances to guess the word.

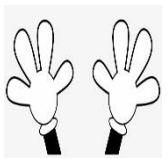
Step 03: If the team guesses the correct action word, they move ahead one space on the game board. If the team cannot guess the word after three tries, they move one space backwards.

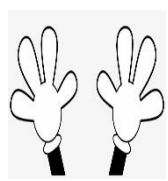
Step 04: Players takes turns acting out the action words. The first team to reach the end of the game board is the winner.

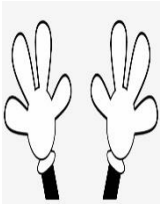
Finish!	Finish!
Start! 	Start! 

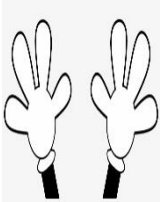
jump	skip
dance	run
walk	fall
drive	push
pull	clean
sweep	plant
play	read
ride	yell
sing	sleep
throw	catch

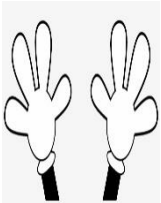
Directions: write a sentence for five of the words you guessed while playing charades.











12. Name circle

Aims; Skill: speaking

Language: statements (This is . . . , I'm . . . , That's . . .)

Other: learning each other's names, memory

Level: beginner level

Organization: class

Preparation: (For variation 2: toy animal)

Time: 5-10 minutes

Procedure:

Step 1: The teacher begins by giving her name.

Step 2: The student sitting to the left of the teacher continues by first pointing at the teacher and saying, 'This is Kamala/ Sunil...', then at himself giving his own name.

Step 3: In this way everybody in the circle has to give the names of all the people sitting to their right before introducing themselves.

Variations:

1: Those students whose names have been forgotten by the person whose turn it is, have to stand up. They may sit down again when their names have been recalled correctly.

2: A toy animal can be used to relax the atmosphere. It is handed from one person to the next in the circle and likewise introduced each time.

3: With more advanced learners more complex statements can be used, e.g. 'The girl with the green pullover is Jane. The boy with the glasses sitting next to her is Jim.'

13. Comments

Aims; Skill: writing, speaking Language

Language: all elements, expressing emotions

Other: getting to know each other

Level: intermediate learners

Organization: class

Time: 15- 20 minutes

Procedure:

Step 1: Every student writes his name at the top of a piece of paper. All the papers are collected, shuffled and redistributed.

Step 2: Now every student writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or a student) now collects all the papers.

Step 3: The papers are read out one after the other and a discussion follows. How did the people concern feel? Were the comments fair/superficial/critical/supportive?

Variations: Instead of having the discussion after all the comments have been read out, a short conversation can follow each comment.

14. Rescue

Aims; Skill: speaking

Language: stating an opinion, giving and asking for reasons, agreeing and disagreeing, comparisons

Other: thinking about one's values

Level: advanced learners

Organization: Groups of five to eight students

Preparation: Cards with sentences (as many as there are students)

Time: 10 – 20 minutes

Procedure:

Step 1: The teacher explains the situation:

The Earth is doomed. All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people, who could start a new world on an empty planet very much like Earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria which you would use in your decision.'

Step 2: Each group discusses the problem and tries to work out a list.

Step 3: Each group presents its list of criteria to the class. The lists are discussed. The task can be made more specific,

Variations: The task can be made for specific e.g. 'Find ten criteria. You can award up to 100 points if a candidate gets full marks on all counts, e.g. appearance 5, intelligence 30, fertility 15, physical fitness 20, etc

15. Hidden Sentence

Aims; Skill: speaking, listening comprehension

Language: all elements

Other: free conversation, guiding the conversation towards certain topics

Level: advanced learners

Organization: groups, individuals

Preparation: Cards with sentences (as many as there are students)

Time: 20- 30 minutes

Procedure:

Step 1: Two teams are formed. Two students, one from each team, come and sit at the front of the class. Each student chooses a sentence card. They do not show their sentences to each other or to their teams.

Step 2: The teacher chooses a topic card and announces the topic. The two students start off a conversation with each other on this topic. They have to guide the conversation in such a way that they can use the sentence on their card in a suitable context without anybody noticing it. Both teams listen attentively and try to guess the 'hidden sentence' of the student from the other team. If they think they hear it, they shout 'Stop!' and repeat the sentence. If they are correct, they score a point. Each team is allowed to shout 'Stop!' twice during each round. The conversation continues until 3 (or 5) minutes are up. For the next round two new students from each team come to the front.

Scoring can be organized as follows:

Guessing hidden sentence correctly: 1 point

Use of hidden sentence by student without detection: 1 point

Failure to use sentence: minus 1 point

This means that each team can gain a maximum of 2 points in each round (if they detect the opponent's hidden sentence and if their own team member uses his sentence undetected).

Suggestions for the topics:

Pollution, Watching TV, Family life, Travelling etc.

Suggestions for hidden sentences:

I don't like children.

I've never been to Tokyo.

My mother used to bake a cake every Sunday.

Factories release chemicals to pollute water, etc.