Activity land to mouth worksheet template word free printable word

I'm not robot!

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Airplane Competition: First, get your students to make some paper planes. Put the students on line and let them test their planes. For the competition, assign different points of objects in class (e.g. Table 5 points, carry 10 points, basket can 20 points). Ask a question to S and if he answers correctly, then he can throw and try to hit one of the target objects to win points. It works well as a team game. Apple Pass: All students sit in a circle. Use a fake apple and throw it on an S. but you have to say an English word as you pass. The S then throws to another S and says a different English word. If the student you launched drops it, Ã is out. And the game keeps going on until you have a winner. It can be played with different categories, such as food, animals, etc. My students love it! (Presented by Kim.S.). Art gallery: this Ã is a great activity for word revision. Draw enough squares on the board to be able to draw. Ask students to write their names above their squares. The teacher calls a word and students draw it (it could be simple names, for example "dog, bookstore, train", verb structures for example "draw a man running, eating cake, sleeping") or adjectives ("draw a big elephant, an angry lion, an expensive diamond ring"). For each S, give a score for his picture, then move on to the next picture. The S with the highest score¹ at the end Ã is the winner. WARNING: Call commands such as: attention, greeting, March in position ... stop, sit up, stand up, walk in a circle, clap your hands ... stop, run into position ... stop, jump jacks. Stop, swim on the spot.... Stop, etc. At first students will copy you but later¹ they should be able to make commands without you. (Presented by Tania Bibbo). Sheets of For Kids Esl over 1,000 printable work sheets right here on Esl KidStuff. Take a look here. All work sheets are specially made to teach English to children. They are fast to find and easy to print. B gets up to the board game: this is Good for higher-level boys. Make two teams and stand an S from each team in front of the card, in front of it. Write a word or draw a picture on the board (e.g. “hamburger”) and students have to explain that word to their team member (e.g. you can buy it at McDonalds, it has cheese and ketchup). The first S of the two in front of the board to guess the word wins a point for his team. Badminton: good for reviewing the target vocabulary (communicative words or expressions). Put a “court” in the courtroom by putting a jump rope tied to two chairs. Make two small teams (the other students can be the crowd and or challengers). Give each S a fly-crusher (“racket”). Inflate a balloon (this will be the ball). Remember: the younger the students, the bigger the balloon (slower). Decide who serves and for each winning shot the team call the flashcard or picture card shown by the teacher to get a point. A lot of fun! (NOTE: For very active students be careful as they might hit the faces of others during the game). (Sent by Salvador Domingo) Banana Race: Kids love this! It is basically a QUIZ game where children are asked questions (Target Vocabulary) such as: “What is this? Which fruit is red and round? How many chairs are there in the classroom?” or the teacher simply draws objects on the board, makes noises to the animals so they can guess. You can work with students or divide the class into small groups/teams if you have a large class. The teacher draws on board a race track and each team or S will be a BANANA waiting at the start line. They will approach the target line as they answer every question. Every right answer is a step towards the Objective Line. The BANANA that comes first, VINCE! (Submitted by Mr. Salvador) Bang!: Materials: small piece of paper, shoe box or can of coffee. Write the words on pieces of paper and bend them to me (words of view, vocabs, mixtures etc.). Also add some cards that say "Bang!". "Bang!". pleh dna tneduts a no dlofdnilb a tup ,).cte ,sriahc ,sksed esu(moorssalc ruoy ni esruoc elcatsbo na ekaM :esruoC dlofdnilB .)ognimoD rodavlaS yb dettimbuS(.sdrow gnitaeper era yeht ecnis yralubacov gniziromem rof dooG !sniw stniop tsom eht htiw S eht ,dne eht tA .)4(stniop lauqe eht steg S eht dna !goD ,goD ,goD ,goD" neht ,god-4 :elpmaxe roF .setacidni rebmun eht sa semit fo rebmun emas eht drow taht tuo llac tsum eh/S .rebmun a tih ot sa os gabnaeb a sessot dna dedlofdnilb steg S hcae ,snrut gnikaT .rebmun hcae no)yralubacov tegrat(drachsalf a dna srebmun htiw roolf eht no tam a ecalP .elcric a ni nwod tis stneduts evaH :ssoT dnilB .esuoh lluf ro enil a teg rehtie ot tsrif eht si renniw ehT .sdrow neve ro serutcip ,srettel ,srebmun htiw deyalp eb naC :ogniB .emag siht yojne stneduts tluda neve hcum woh desirprus eb d'uoY .yenom yot eht gnisu teb ot stneduts eht teG .").cte .gnos CBA eht gnis ,semit 5 moor eht dnuora nur ,02 ot tnuoc .g.e(t'nac uoy teb I" ,yas meht evaH .dnuora klaw dna pu dnats S hcae ekam :siht ekil - gnihtemos od t'nac yeht taht rehto hcae teb stneduts eht evaH .trats eht ta yenom fo tnuoma emas eht tneduts hcae eviG .yenom yot yub dna erots yot eht ot og :siht tsuj s'ti yllaitnesse dna ,syaw tnereffid fo snoillim dna snoillim ni deyalp eb nac emag sihT :t'nac uoy teB .smaet ni deyalp eb osla nac sihT .renniw eht si stniop tsom eht steg ohw nosrep ehT .tniop 1 sniw eh/s neht edisni gnioog tuohtiw teksab eht stih S eht fI .stniop 2 sniw eh/s neht teksab eht ni llab eht steg S eht fI .teksab eht ta tohs a evah nac eh/s neht yltcerroc srewsna eh/s fI .1S ot noitseuq a ksa tsriF .cte/xob/nac hsart eht ta tohs a ekat stnedutS :llabteksaB .)trebliG rehtaeH yb dettimbuS(!emag eht rof snoitairav ynam era ereht dna ti evol sdik eht tub elpmis yreV .xob/nac eht ot)drac !GNAB eht tpecxe(sdrac rieht lla nruter neht dna !GNAB lley yeht drac !GNAB a ward yeht fI .drow eht peek ot teg yeht yltcerroc drow eht daer yeht fi dna sdrac gnikcip snrut ekat He/she through the path giving instructions (e.g. walk forward 2 steps, turn left, take a small step, etc.). This is a good game of couples. Blind Folding Guess: A blindfolded a student and give him an object to hear. The student must guess what the object is. It works well with plastic animals as they are a little demanding to guess (always a dinosaur to revive things!). Blindered questions: put the students in a circle, with a student, with blindfolded eyes standing in the middle. He turns a few times. Give the s to indicate the person in front of him/she and ask a question (for example "How old are you?", "What is your favorite food?, Etc.). After the answer, the bandages must guess The name of is talking. He is able to find it and run first wins a point for their team. To make things more difficult to have capital and small letters. Still demanding- they have four teams looking for the same letter. Children love it. You can do it with numbers and also words. (presented by Susie). Buzz: a game of counting. Asks the students to sit in a circle. The students pass the ball while counting (1, 2, 3, etc.) . When the number reaches 7 I must say buzz. Any number with a 7 in it must be a hum (7, 17, 27, 37, etc.) and any multiple of 7 must be buzzing (14, 21, 28, 35, etc.). Sson plans many free lessons to be printed right here on Esl KidStuff. Take a look here. All lessons are rea specifically to teach English to children. They are also accompanied by many materials. C you can actions: use this game to teach "you can ...?" "Yes, I can" "no, I can't". These actions are fun: they oscillate, dance, run quickly, jump, jump, make a star jump, make a vertical, touch your fingers, cross your eyes, touch your fingers, whistle, sings. For instance. Ask S. Cross the eyes? ". If the S replies" yes, I can "then she give" ok, go! "And the s does the action. If the S says" no, I cannot "say" sin. Ok, can you (move)? ". Category function: students sit in a circle. Turn a bottle or arrow - the S to which the arrow is first is. The S must say a word from a pre -decisa category. 'last word more and so on until he gets to the one who fails. For example: s1: "zebra", s2: "zebra cat", s3: "zebra cat cog". Category tag: choose a category (eg food, time, transport, etc.). The students run in the room and the teacher chases them. When the teacher labels an S/must appoint a word from the category (for example food: cheese, fish, bread , etc.). Give a time limit to respond to (for example 5 seconds). If the S cannot respond or says a word that has already been used s/he sits down to the next round. Category: divide the class into two or three groups. Each group chooses their "captain". The teacher writes a word on the scoreboard as "fruit" or "colors" or "animals", and cc. Each group must tell their captain to write how many words how many words are can belong to that category. They have 1 or 2 minutes. Each group takes 1 point for each word. The correct spelling is very important in this exercise! (Presented by Eftychia Charalambous). CADE: Ask a student to come in front of the class and whisper a word or show a flashcard to that student. The student acts on that word and the first student to guess it can be the next player. It works very well with action verbs. Variation: divide the lesson into teams: the first S to be guessed wins a point for his team. Fun for clothes: students form teams of 3. Each team has a bag with clothes. The first member of the team puts the clothes. She must say "this is odnassap odnassap ,itistev i erevoumir a aizini e "otitsev onoS" onocid ,isecca onos itistev i ittut odnauq idniuQ .otnemailgibba id otteggo ingo noC ,.cce "olleppac oim li ¨Ã otseuq" ,"inolatnap ieim i onos itseuQ" ,"atteilgam aim .osac a inibmab ilgecs ,eroirepus ollevil nu reP .1 a etaivvair 02 opoD .02 a onif odnatnoc oihcrec la onrotni o eenil el ognul isratsops ioP ".1" ecid iel o iul e onibmab nu osrev otseG .alif ni o oihcrec ni onnatS .¹Äip o inibmab 01 onemla edeihcir ocoig otseuQ :ffo-tnuoC .)rensieW eisoJ ad otaivni(.onrut nu onognetto non inibmab i ittut ©Ãhcnif iunitnoC .azla is otanoiznem eroloc la otnacca onibmab li ,otnup leuq A ".ut ies es ,itazla erovaf reP ?)eroloc led emon li eriresni(eroloc la otnacca ¨Ã ihC" :)"ratS elttiL elkniwT elkniwT" id aidolem al noc(etatnac e eroloc nu eteilgecS .eroloc nu a otnacca isredes onoved inibmab i ittut e acisum al apmorretnI .oihcrec la onrotta inibmab i eraicram etaf e acisum id 'op nu etanouS .oihcrec nu ni enoizurtsoc ad atrac id iroloc irav erropsiD .iloccip inibmab ia iroloc led imon i erangesni rep noub nu ¨Ã otseuQ :eroloc id ocoiG .itneduts irtla noc aunitnoC .olamaihcir e 'op nu eraroloc olaicsaL .ulb ni otaroloc iah ehc oihcrec le eradna e ulb olletsap li erednerp ebbervod / s e S nu a)"ulB" (eroloc nu erid ,ioP .erangesni ednetni ehc eroloc ingo rep aiccaf oL .oihcrec led etrap aloccip anu etaroloc e oihcrec nu us etanimmac ,ulb olletsap nu etednerp ,"ulB" etiD : Ãtivitta'l etalledoM .alua'lled irum isrevid us ihcrec i eriresnI .onucsaic us oihcrec ednarg nu etangesid e 3A atrac id izzep inucla etednerP .iloccip inibmab i rep Ãtivitta anoub anU :selcriC ruoloC .)ssouR oJ ad atatneserp(.us onognet ol eroloc leuq noc itneduts ilg e)"ulB" .se da(eroloc nu amaihc etnangesni'L .)otseuq rep elaedi ¨Ã imagiro atrac al(asrevid ataroloc atrac id izzep 2 S ingo aiD .inavoig ¹Äip ia eneb af otseuq :aira'llen iroloC !otuicaip ¨Ã itneduts ieim iA .oiralobacov li rep elitu ocoig nu arocna ¨Ã am .cce "olleppac" ,"aicimac" ,olos onnarid etnemlamron inavoig otlom itnaipicnirp itneduts ilG !etnetrevid orevvad ocoig nu ¨Ã otseuq ,ihccoics illeppac ied e itla ihccat i noc epracs elled iah eS .össecorp li etepir ehc ,ovisseccus maet led orbmem la .J .J leahciM ad otatneserp(.enoizanimile id ocoig ednarg nu aF .irouf onos ,oremun otailgabs onnah o itnel opport onos Cross the river: place flashcard on the floor in a tortuous way. Each card represents a springboard in the river, since students must say words/phrase/demand/etc. To trample it and cross the river! (Presented by Michelle K). Flashcards for Kids Esl over 1,500 printable flashcards right here on Esl Kidstuff. Take a look here. All flashcards are specially designed to teach English to children. They are fast to find and easy to print. D Days of the Week March: see March months. Indications: Building a model of city, including some roads. Use a controlled radio car (a toy) and give the controller to the students. Practical instructions, e.g. Guide two blocks and turn right, and so on. (Presented by Francisco Amador). Do as I say, not like me: a game "Simon says" with a difference. First practice Simon says with students so that they understand the parts of the game and the body. I find that it works equally well by omitting the "Simon says". Now they give them to do as you say, not like you, and repeat the â € ‹â €‹ game - only this time, when you say "touch your knees" etc., touch your ears instead or any other part of your body. This is a good way to see who is listening to you correctly and who is only copying your movements. The students find this very much more fun game of the original. (Presented by Lisa Coleman). Dog & Cat Chase: ask students to sit in a circle. The teacher walks outside the circle that gives a pat for the students on the head saying "dog" every time. Suddenly, the teacher says "cat" while she touches the head of an S and then this must chase the teacher around the circle. The teacher must try to sit at the point of the S before being tagged from the pursuit of S. if the teacher is labeled, she has to touch the heads again. If the teacher goes back without being touched, then the S Walks around the circle the head. This can be done with any change in words. Draw and roll: divide the class into 2 teams. The teacher says that she draws an ______ and the students should draw that word of the vocabulary. If the La So the student is corrected launches a dice for the points. This game can be played in 2 ways: the faster person to draw the image pulls the dice. Or the other way is to allow any student to launch the dice as long as the image is recognizable and correct. I made my dice from a box from the 100 yen shop. (Presented by Tania Bibbo). Songs for Esl Kids Songs downloadable to be paid in the lessons available right here on Esl Kidstuff. Take a look here. All songs are specially made to teach English to children. Just download and play in your lessons. And exercises: this is excellent for too excited students who need to burn some energy. It is also good for the commands and numbers in the classroom. Put the students in a line and call the instructions: "jump 10 times", "turn 4 times" etc. Other vouchers to use are: run (on the spot), jump, hands up and already, touch your (body part), get up and sit and jump to star. Explosion: give students a topic and an object to pass. Each student must say a word in that topic (for example food - apple, cake etc.) before it ends time. If the time limit ends, the student left loses the object. (Presented by Ben). F Fish: Before this game you have to make students draw in pairs and cut a photo of a fish for each couple. While they are doing it, put 2 parallel lines of tape on the floor a few meters away. Ask students to play in two, each student behind a different line. The teacher asks S1 a question. If the S replies correctly, she can blow once to push the fish forward. Subsequently, the teacher asks for S2. The S who blows the fish on the touched line is the winner. Fly Swatter Game: divide the students into 2 teams. Give the first in each team a gust in Moscow. Write the same series of answers on the card for each side. Ask the a question (a letter, mixture, word, mathematics problem, number, definition, etc.). The first to slap the writing answer on the board wins a point. They get three questions and then they pass it by. Next. When the first player returns to the lead. Change the answers and do it again! (Presented by Tammy Edwards). Follow the leader: Students line up behind the teacher and follow him around the classroom. The teacher performs an action and shouts the word for that action. Students copy the action and repeat the word. Good deeds include: hello/goodbye, it’s hot/cold, stop, go, run, hop, skip, crawl, walk back, jump, sit, get up. G Dress Up!: This is a game I used with my primary school children who have just started learning English. 1. Divide the class into 2 or 3 teams. 2. On the board write teams 1, 2 and 3 plus the names of the team members. 3. Each team must designate who to wear. 4. Write items of clothing (between 4 and 6 items) under each group. 5. Tell the children that the first team to dress their person is the winner. Tell them to get ready, count down, and then empty a bag of clothes on the floor. The kids loved this game. Even the 2 children who wanted to sit outside and watch were shouting with laughter. To add a bit of fun, if the team has chosen to dress a guy from their group I add âhabitâ or âgonnaâ to their list. (Submitted by G Holwill) Give Me Game: You can use it with objects or flashcard. This works well with plastic fruits: Collect and extract the different kinds of plastic fruits you have. Then he throws all the fruit around the classroom (it’s fun just to throw it all in the air and watch the chaos of students scribbling to pick it up). Once the students have picked the fruit (they will probably do their best to hide it in their pockets, etc.) the teacher says, “Give me an apple”. The S with the apple should approach the teacher and give him the fruit “Here I am.” thrown back to you as they can go anywhere and it takes a lot To finish this game. Craft sheets for Esl Kids over 50 sheets of crafts cutting and paste printable right here on ESL ESL id odagr ni eresse orebbervod ,erettel elled ilaizini inous i eracifitnedi id odagr ni onos itneduts ilG ©ÃhcniF .esab id oiralobacov la enoizudortniânu id ongosib onnah ehc Ãte el ettut id itavirra ivoun i noc eneb anoiznuF :tI lebaL L .etnetrevid ¹Äip arocna otseuq edner erassub id ilits irporp orol i erappulivs itneduts irtsov i erevA .eranivodni da aunitnoc etnangesniâl ,on es â on o ¬Ãs ednopsir S aL »Â.?)ijoK(otseuq 'E«Â ¨Ã ihc eranivodni eved etnangesniâl assub S al odnauQ .2 »Ã.)ijoK(ineiV«Â ecid etnangesniâl iop e «Â)ijoK('E«Â ednopsir S aL »Â.?¨Ãâc ihC«Â ecid etnangesniâl ,assub S al odnauQ .1 :ovisseccus oiggassap li rep itnairav 2 onos iC .essalc ni erartne id amirp atrop alla erassub a itneduts ilga etangesnI .essalc ingo id oiziniâlla otasu eresse ²Äup otseuQ :kconK-kconK K .)acitsalp id ezzat enucla iov noc etatrop ertnem ailgittob assets allad onaveb itneduts irtsov i ehc etelov non eS(!otteferp eselgni ni knird nu onnaredeihc itneduts irtsov i otserp e ,anamittes ingo atturf id occus li etatroP .etnematterroc ataicnunorp ¨Ã esarf al es 'op nu olos eneilgetad â alretepir a iel/iul etecnivnoc e S amirp alla esarf atseuq etiD »Â.?erovaf rep ,occus led ereva ossoP«Â erangesni rep elaedi Ãtinutroppoânu occE .'op nu onodeihc en ehc inibmab id assommos-inim anu Ãresuac etnematrec isauq otseuQ .osros nu eneteveb e ailgittob al irouf etarit enoizel al etnarud otnup otrec nu A .essalc ni)aicnaraâd occus oipmese da(occus id ailgittob aloccip anu eratroP :eciuJ J .)»Ãossor id asoclauq otteihcco oim li ...«Â(inavoig ¹Äip itneduts ilg rep avitanretla anoub anu onos iroloc I .)»Ãorbil«Â oipmese rep(otteggoâl eranivodni id onacrec itneduts ilG »Â.B rep aizini ehc asoclauq otteihcco oim li noc odevS«Â ecid etnangesniâL :oips oI .etassap inoizel elled oiralobacov li eredevir rep omittO .otirovaf oihccev lI :namgnaH H .inoizel ertsov ellen erazzilitu e erapmats atsaB .inibmab ia eselgniâl erangesni rep etnematisoppa itazzilaer onos ilanaigitra ilgof i ittuT .iuq ataihccoânu iaD ,opod ,opod onroig lI .otteggoâl onacidni ertnem ottel oh ehc olleuq eretepir oiccaf il ioP .otteggoâlled emon li atropir ehc ecidni adehcs anu noc ottut ottehcite ,essalc ni itavort itteggo ilged imon i noc itneduts ieim i erazzirailimaf reP . Ãtivitta atseuq The cards and pass through them one at a time and put them on the correct voice together. On the third day, I let them label everything they could. I keep doing it for a few days. When they are able to label most of the articles independently, surprising them by labeling them incorrectly. Then they have to fix the mess. You can adapt it to any list of names based on names (for example types of food, parts of the body, parts of a room of a house, animals, etc.) of which you can publish images. Your website has fantastic flashcards and images that can be printed and used for this. (presented by kmmp). Last letter, first letter: (a popular Japanese game called Shiri Tori). Let the students sit in a circle with you. The teacher begins by saying a word, then the S to the right of the T must make a word that begins with the last letter of the word that the teacher said (e.g. buses --- steak --- key- -yellow --- etc.). Continue to go around the circle until someone makes a mistake. True or false line: put a line of adhesive tape on the floor and designate one â "true" side and the other Â "false.â" hold an object or a flashcard and say its word. If the students think that you said the correct word jump on the real side, otherwise they jump on the false side. Non -correct students remain on the sidelines until the next game. M Machine: This is good for practicing emotions and sounds. Choose an S to start. Give that s an emotion or a feeling to act. They have to make an action and make noise. One at a time the students can add to it and essentially a "machine is created." This is a really fun game! (Added by N. Budoy) Create the word game: write a few letters at random on the scoreboard. Let the students work in couples/small groups to compose how many more words .opmet .opmet id 'op leb nu id ongosib iarvA !anamittes ingo onodeihcir ol e ocoig otseuq onama inibmab ieim i ovitom ehclauq reP :ozraM iseM .ecniv elorap id oremun roiggam li noc ardauqs aL .).cte ,teg ,tah ,aet ,gep ,tac :ilibissop eloraP .c ,e ,p ,t ,a ,h ,g :erettel .se(erettel ellad With space to march on and already. Teacher is at an extremist of the room against the left wall. You put the students in line on one side and the teacher says "Go!". As you march all together, the teacher begins to call the months in order ("January", "February", etc.). The students repeat every month (teacher: "January", students: "January"). Marches slowly, but with intelligence (straight back, arms that oscillate). At some points the teacher suddenly shouts "stop!". Everyone must stop and be exactly in line with the teacher. If someone is not in line, ordinal again in line and then continue to march where you interrupted. Turn around every time you reach the end of the room and continue the march. Once you finish restarting, but this time walking lively. You can do it at the last moment! This is even more fun when there are tables, etc., in the room that students need to climb above / below. After some lessons you shouldn't get the words more, as long as the students cantine together while Marciano. N name game: good for a first class. Sit the students in the circle. Indicated and give your name "I'm Jason". Then the students say their names around the circle. Game memorization name: make children sit in a circle. Start saying "my name is ..." and then answer a question about yourself. For example "my name is Jo and I like the purple color." The next says: "This is Jo and he likes the purple color and my name is roses and I am 8 years old." The next person says "this is Jo who likes purple, this is roses and she is 8 years old and I am Jeremy and I like the blue color." It is a chain and the boys have to repeat what they said about themselves the last people. It is really difficult to be the last person in the world! Numeric codes: cut some squares and write numbers from 0 to 9 on them. Put the numbers in a box and then order students to put the :ociremuN :ociremuN oppurG ocoiG .onofelet id iremun i rep ehcna eneb anoiznuf otseuQ .irouf imaihc il emoc agir anu ni A little music and make your students walk around. Suddenly stop music and call a number (up to the number of students in your class). Students must meet quickly in a group of that number. All students who did not make him sit down to the next round. Working sheets for Kids Esl over 1,000 printable work sheets right here on Esl KidStuff. Take a look here. All work sheets are specially made to teach English to children. They are fast to find and easy to print. Or ODD -one-Out: write 3 or four words on the scoreboard. Students must circulate the strange (for example cat - horse - cake - bird). P pass: Sit the students with you in a circle. The teacher holds an object or flashcard and says her name (for example "pen"). The teacher transmits it to the subsequent s who also says the name of her and transmits it to the subsequent variations of s.: Changes directions, round of speed, have many objects that go around at the same time. PICTIONARY: Good for the review of the word. Choose a S and show him a photo or whispers a word in her ear. The S draws the image on the table and the first s to guess the image can draw the next image. This also can be played in teams with a points system. Formation for photos: ask students to cut out a person's photo in a magazine. Students should describe the person, how old are they, what their job is, what their hobbies are, etc. And then present that person to the class. This is positive to practice adjectives. (Presented by Kelly). Preposition Treasure Hunt: for location prepositions and no demand practice. You need something sticky, like "Blue Tak" (used to attack poster on the wall) that you can roll in a ball and attack anything. First model: give blue to a S and indicates that they should put it in difficult place to find. Leave the room and give them some moments to hide the blue (for example on the bottom of a desk, on the wall behind a curtain, etc.). Then come back and ask questions sÃ / no to locate it (Ã is lit desk?, Ã next to desk? Ã in the met Class front? Ã under the chair? etc.). When you finally find him, have an S Take the questioner's role. In a large class, he tries to get the students to play alongside each other. Puppet conversation: hand puppets really liven up a classroom, especially for young students who are shy when talking to the teacher. You'll probably find that some students prefer to talk to the puppet than for you! Funny puppet characters (such as the Sesame Street cookie monster) who talk to students can produce unexpected results. I always use Cookie Monster at the beginning of my young classes. Here's what I do: 1. Cookie Monster sleeps in a bag. Every S must shout "wake up the monster cookie!" in the bag. Cookie Monster only wakes up when the whole class screams in their purse together. 2. Cookie Monster says hello to every s and asks them questions (their names, how they have, how old they are, etc.). The students answer and ask Cookie Monster the same questions. 3. Monster students and cookies sing "Hello Song" together. 4. Cookie Monster says goodbye to each S individually and then goes back to sleep in the bag. The actual lesson can be started. Q Question Ball: Ask students to sit in a circle. Toss/throws a ball to a student and ask a question. The next step has 2 variants. Variation 1: Student 1 throws the ball to the teacher and the teacher throws to another student by asking a different question. Variation 2: Student1 throws the ball to a different student and asks the student the same question. Chain of questions: Ask students to sit in a circle. The teacher asks him/her a question (e.g. "what's your name?" "Do you like chocolate cake?") Etc.) And S has to answer the question and then do the same thing to him the same question. Continue around the circle and then start a new question. To use a ball to pass around as the questions are asked and answers. Free Lesson plans many free lessons to print well On Esl Kidstuff. Take a look here. All lessons are made specifically for the teaching of English to children. They are also accompanied by a lot of materials. R ROPE Jump: You need a rope for this! Make sure that the students rush one after the other. Keep a rope (with one s keep the other extremity) to a height that students should be able to jump. On the other side of the rope, some objects or flashcards are spread and a box. Call the name of one of the objects/flashcards at the first S. S/HA must jump over the rope, take the correct object and put it in the box. For other laps it is possible to keep the rope at the bottom, so that the students have to crawl/roll underneath. Rhythmic reading: this activity is fast and lively, and improves the recognition of words, speed and trust in reading. Choose a reading passage (a page if you use a basic text, perhaps a paragraph if you use a more advanced one). Start a pace (beating your hands or beating your hands on the desk). Choose a student to start. Each student must read a phrase (or word, if you want), exactly on the beat and pronounced correctly. Immediately after the first student ends, he starts with the next sentence, and so on. If someone skips a beat or stumbles on words, he loses a "life" or is "out". If you use the 'out' method, it is not so bad, because the students 'out' helps to maintain the rhythm and follow. In my experience, all the students, whether "outside" or not, have focused intensely on reading - waiting for someone to feel the mistake of someone. Of course, it is possible to vary the time, making it very much easier or much more difficult. This can also be played as a team game (which team can go until the end of the passage, on the joke, without inciuci or errors of pronunciation?). Good luck! 'S' 'S' arettel al agnetnoc ehc alorap anu erasu aznes ednamod etseuq a erednopsir id onacrec oppurg led irbmem irtlA .eraf ad ednamod ert araperp oppurg ingo ,essalc allen isrevid ippurg eud onamrof itneduts ilG :S terceS S .)llehctiM einaleM ad nu oirassecen eresse ebbertop("potS" Ãrid erotturtsi'l ,etnemacidoireP .)atulav id Ãtinu 1 ¨Ã olocitra ingo(ilibissop ilocitra ¹Äip itnauq eralumucca id odnacrec ,onatsiuqca itneduts ilG .otrepa oizaps onu ¨Ã'c iuc ni dnats onu ni onaizini E).cce ,enilrets ,orue ,irallod oipmese da(*oraned id otropmi otanimreted nu otangessa eneiv itneriuqca ilgA .)orum la ellaps el noc aznats alled ilibitse ilga onrotni oipmese da(itneriuqca ilg ittut rep ossecca elicaf nu eritnesnoc rep "dnats" otaerc onnah itageipmi ilG .itneriuqca e itageipmi ni isivid onos itneduts ilG .ittodorp id elibissop oremun roiggam li eralumucca :ocoig led otteggO .oraned eracoig e "errudorp" :ilairetaM ."gnippohs" oiralobacov li e ogolaid li eracitarp rep otattegorp ¨Ã ocoig otseuQ .)6-3 idarg i rep elamitto(airamirp/eratnemele alocus allen LFE itneduts ilg rep atairporppa elaro enoizacinumoc id Ãtivitta'nu ¨Ã atseuq :gnippohs id ocoiG ."eM eviG" ocoig la odnacoig itteggo ilg ilgoccar enif allA ."eizarg" noc erutinif el e "itocce" ecid idniuq etnangesni'L .)"erovaf rep ,alem anU" .se da(erednopsir ebbervod S aL .)itla ¹Äip illevil A "?itserrov asoC" esrof O("?iouv asoc" a ideihC .iah ehc itteggo ilg ittut orol artsom e itneduts ilg ittut ilgoccaR .)eneb otlom anoiznuf acitsalp ni atturf al(itteggo id ammag atsav anu noc otazzilitu eresse ²Äup otseuq :gnippohS .erednopsir id Ãtilibissop al ah ardauqs artla'lled anosrep al ,atterroc ¨Ã non atsopsir al eS .itnup a elaugu ¨Ã adnamod anu etnemaivvO .iaf ehc adnamod alla erednopsir a atlov amirp al rep ¨Ã otanottobba ¨Ã ehc olleuQ .eroiretna etrap al ognul itnaslup i ittut itnaslup i e aicimac al assodni ardauqs ingo id anosrep amirp al ,elanges lA .eroiretna etrap al ognul inottob id Ãtitnauq assets al aibba atteilgam ingo ehc itarucissA .ardauqs ingo a omou ad aicimac anu iad e erdauqs eud ni inibmab i idivid :aicimac alled ocoiG .)z½ÂêÃdl½ÂêÃŸ ezmaG ad otatneserP(.ocoig li ecniv arettel atseuq ehc ecid non ehc oppurg lI !etnetrevid am eliciffid aznatsabbA itnenamir itnenamir itneduts ilG .aznats alled eroiretna etrap allen onitsec nu ni ittodorp orol i ittut erettem idniuq onoved ottodorp leuq noc itneduts ilG .ittodorp led onu id emon nu eramaihc e)essalc id e ilarutluc itsetnoc inucla ni enoiznetta'l eraritta rep ovitisopsid ortla nu o shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency). The student with the most products at the end wins. Students then switch roles. *It is recommended giving students as much money as possible since students who run out can no longer participate. Alternative play for more advanced students: Clerks set the price of items. Shoppers have the option of negotiating the price. There are two winners in this version: The shopper who accumulates the most products and the clerk who makes the most money. Silent Ball: If the students are being loud and off task play this game with them. It really works and they love to play it. Have all the students stand up and give one student a ball (make sure it is soft). Have the students toss the ball to each other without saying a word. Any student who drops the ball or talks must sit down. (Submitted by Samantha Marchessault) Simon Says: A good review for body parts ("Simon says touch your knees"). You could change Simon to your name to avoid confusion. When teacher says a sentence without the word "Simon" (e.g. "Touch your knees") then students shouldn't follow that instruction. If a S makes a mistake s/he has to sit out until the next round. Slam: Sit the students in a circle and place some objects or flashcards in the middle of the circle. Tell students to put their hands on their heads. Teacher shouts out the word of one of the objects and the students race to touch it. The S who touches it first get to keep the object. The S who has the most objects at the end of the game is the winner. Smells Game: Preparation: Take eight small, empty jars; opaque jars work best (e.g., plastic vitamin containers). Put good-smelling things (e.g., shampoo, syrup) in four of the jars and bad-smelling things (e.g., vinegar, strong dried herbs) in the other four. Only a small amount is needed. Place all the jars in a big paper bag. Execution: Write "It smells good" and "It smells bad" on the You can also draw a happy face and a disgusted face to clarify things. Teach the sentences. Each S then arrives at the teacher, one at a time. S is then blindfolded and keep an open jar under the nose. S must say if he has a good smell or bad. Great fun! (Presented by Max Becker-Pier). Snowballs: the teacher or students draw on -board objects relating to the target lesson (fruit, animals, vegetables, etc.) do two teams. One S of each team gets a wet fabric ("snow ball") and gets up. The rest of the class chooses a card that cannot be seen by the two standing students, who launch their "snowball" as they hear the other students call an object outside (for example: "Apple!"). The team whose participant hits the closer to the object called, gets a point. (Presented by Salvador) Spelling Bee: ask all your students to stay at the front of the class. Give S1 a word to write. The shanly is written the word and the teacher writes it on the scoreboard while it is written. If the spelling is wrong, the S is eliminated from the game. The last position is the winner. This also works well as a team game. Turn the bottle: sit down in the circle with a bottle in the middle. The teacher turns the bottle. When she stops turning the S, she indicates she has to answer a question. If the answer is correct, then she can turn the bottle. This is a good class heating activity. Squeeze: divide the students into two teams with their benches in front of the other. Students close to the teacher must keep their eyes open, the other students close their eyes. Students of each team must hold hands, except for the two at the extreme. The two more distant from the teacher will reach a small object, like a Koosh ball or a bag of beans. The teacher launches a coin for students whose eyes are open. lI lI .otteggo'l etnemadipar eregnuiggar eved ,enif alla etneduts ol egnuiggar odnauQ .aiv ¬Ãsoc e avisseccus anosrep al iop e ,avisseccus anosrep alled onam al eregnirts onoved itneduts ilg ,atset ni arretta inoznac elibaciracS sdiK LSE rof sgnoS)llareveD anitsirhC ad otatneserP(.ossulf lus e Ãtivitaerc allus atasab ,airots eroilgim al atoV .)!ollortnoc irouf opport onadav non eirots el ehc odom ni opmet id etimil nu o azzehgnul id etimil nu ereva elitu eresse ²Äup(otinif onnah ol non odnauq a onif oppurg len orig ni eradna a aunitnoC .ovisseccus etneduts olla ettemsart al e airots alla eregnuigga ad esarf anu odnevircs atlovs anu ednerp etneduts ingO .atseihcir alleuq ad airots anu eraerc illaf e ippurg iloccip ni itneduts ilg idiviD .aruttircs id tpmorp emoc esarf amirp anu o otof anu itteM :ssaP yrotS)ruhtrAcM eitaK ad otatneserP(."subotua'l eramreF" :otadirg ah ehc olleuq eresse onem o ²Äup otseuQ .¹Äip ni itnup 2 ecniv elorap id oremun roiggam li ah ehc S aL .alorap ingo rep otnup nu onognetto itneduts ilg ittuT .erevircs id erettems onoved ittuT "!subotua'l amreF" ,adirg onu odnauQ .erasnep onossop ehc arettel atseuq noc onaizini ehc elorap el ettut onovircs idniuq itneduts ilG ."subotua'l aivvA" adirg e enollebat lus arettel anu evircs etnangesni'L .ocoig otseuq a eracoig rep atrac anu e atitam anu id ongosib onnah itneduts ilg ittut :subotua'l amreF .)seivaD kriK ad otatneserP(.aides anussen a erassub a e itaticce opport eresse non a enoiznetta iaF .erpmes onodeihc ol e olrama onarbmes inibmab i e ,otnemitrevid otloM .itudes onognamir itneduts ilg ,on ¨Ã atsopsir al eS .isredes id Ãtilibissop al ideip ni alleuq a odnad ,eides el etnemadipar eraibmac e israzla onoved ilaihcco ilg noc itneduts ilg arolla ,¬Ãs ¨Ã atsopsir al eS ?ilaihcco ilg issodni oipmese da ,adnamod anu irtla ilga errop eved ideip ni otaicsal etneduts oL .itneduts id oremun led onem ni onu noc ,oihcrec ni eides el ettem id itneduts ilga ideihc :ideip ni odnamoD)noskcaJ ettenyL ad otatneserP(.itnavad onognev otteggo'l otnuiggar onnah ehc itneduts ilG .ovisseccus elides li osrev onovoum is itrepa ihcco ilg noc itneduts ilg ,atour aenil al idniuQ .otnup nu ecniv amirp otteggo'l eilgoccar ihC Pay in the lessons available right here on Esl Kidstuff. Take a look here. All songs are specially made to teach English to children. Just download and play in your lessons. There is/there is/l. da(eraf id onanidro itnangesni ilg ehc esoc el odnaccot essalc ni ererroc id itneduts ilga ideihc :accoT .)dyolL yllaS ad otatneserP(.ecniv asac anu erangesid a ardauqs amirp aL .asac anu onangesid ehc eirasrevva erdauqs orol el onottabba ,odanroT atrac anu oneglecs eS .asac anu eraiccart rep aenil anu eraiccart ²Äup ardauqs orol al ,adnamod alla etnematterroc onodnopsir eS .aciremua adehcs anu onoglecs idniuq itneduts ilG .ehcifargotof etrac el noc elalocsem e odanrot etrac 6 ehcna idulcnI .adehcs alla etnorf id) Ãte'd aicsaf alled adnoces a(orter lus ednamod o inigammi onoc enollebat lus etaremun etrac el accattA .)artla'llad odanroT enigammi'nu e otal nu ad iremun noc drachsalF("sdraC odanroT" ,)ortla'llad iremun ,otal nu ad ednamod o inigammi(drachsalf :erutinrof :odanroT)adeniP airaM ad otatneserP(.oserppa otnemogra'llus onu enraf o adnamod anu a erednopsir eved oiloigaf led asrob al noc ecsinif ehc etneduts oL ,"ognaT" ecid odnauQ ."ognaT ,ogniT ,ogniT ,ogniT" eratnac a aizini)ozzem len otudes(etneduts ortla nu odnauq erassap a eraizini rep oihcrec len etneduts onu a iloigaf id ottehccas nu iaD .otnemogra isaislauq otangesni reva opod oihcrec ni itneduts ilg noc edeis is etnangesni'l :ognaT ogniT .).cce ,ilamina ,obic oipmese da(eirogetac noc ehcna ottaf eresse ²Äup otseuQ .ativ anu edrep engeps is odnauq remit li eneit ehc .S ortla nu us aicnal ol iop e ednopsir atlov aus a ehc ,s ortla nu us remit li eratteg iop e erednopsir eved iul/S .S nu us olatteg iop e adnamod anu iaf ,remit li atsopmI .ocoig etnamsaisutne otseuq rep)avou rep remit nu emoc(remit nu id ongosib iah :bmoB)serroT naidualC ad otatneserP(.ccE ,?essalc ni onos ic ilovat itnauQ ?alas allen onos ic etnaip etnauQ ?otnemom otseuq ni aloucs allen onos ic itnangesni itnauQ ?aloucs allen onos ic etroy etnauq :eresse orebbertop ednamod eL .ednamod ella erednopsir rep eraiggehcrap ,aloucs al erep orig ni eradna iletaf e ednamod id ocnele nu itneduts iout ia iaD .onos ic/israticrese reP "touch the table" "touch a chair" "touch the bag"). Colors work well for this as student students Touch anything of that color (eg "touches something green"). Game Game Train: ask the students to form a train (in a row holding each other). Click the classroom and call the instructions (e.g. more quickly, slower, turn left/right, stop, go). U "uhm" game: one student at a time is chosen and given a specific subject (Sottaceto, grass, football, etc.). The goal is that the student speaks/describes the subject as long as possible without suspending or using filler like "uhm". This is a great game to build speech skill and children love him! (Sent by Maggie) Unscramble: write a word on the blackboard that has all his letters mixed (eg "Lrocsmaos" = "class"). Students must unravel the word. This works well in a team game. Variation: use blocks of letters / forms of letters instead of writing on the card. V Vanishing Objects Game: Place a number of objects in front of the students. Give him a few minutes to memorize the objects and then tell him to close his eyes. Remove one of the objects and tell the students to open your eyes again. The first S to guess the missing object can win that object (for 1 point) and take away an object in the next lap. Vocab Tic Tac Toe: drawing a Tic Tac Toe base card on the white blackboard with new vocabulary in each block. Each word lack one, two or three letters depending on the level of students. One S of each team is called and must fill the missing letters and tell the word aloud. The team with three in a row wins. (presented by Shawn). W Word Chain: Having students sitting with teacher in a circle. Teacher says a word (or phrase) and then the next S repeats that word and adds a new word. S2 then says the 2 words and adds another. Continues to go around the circle until the list becomes too long from ¨Ã ¨Ã ehc ,)etneduts o etnangesni(floW .rM a onrotni oihcrec ni erats id itneduts ilga eredeihC .essalc id etneibma nu ni eracoig ad elicaf ¹Äip ¨Ã enoizairav atseuq :)enoizairav(floW .rM tI sI emiT tahW repsihw dna drawrof emoc stonedots dna drac Anpu dloH.Alddum I havent Ah DNA Moor Ah Donna Ta Dnats Stenduts Ehh La EvaH. I have a Sdratsop(Sdrac emos no Snossel suivverp no denrael evah stenduts Hh sdrow emos etirW:emaG noitingoceRW:nrut a evah nc ngoyas erew uoy drow sluoy Tsruhw SHdnaKcabWoASvh. It's a war and I'm going to go to hell with Smees T.S. Rah/sih, kcab, nur, ylno, nac, S, ehT.sdrow, srepsihw, rehcaeT: noitairaV.renniw, if it is under water, DNA, tanduts, hcae, deteeper, si ssecorp, ehT.etamate, txen rah/sih, kcab, nur, arutcip, ehward, draob, hot nur nur, evah, yhat, maet hcae, srebmet drow a tuo.C.elsop drab, t, ruf, yurf: tef, nur, nr: .Jassam Lanigiro, HSA Amas, HH'Ti Fi Ees Ot Tuo Ecentes/drow, Sias Neht Ah/S.S.S., Tasal Hlatnu no os DNA, Ra's txen Ni, Taht Srepsihw Neht Eh/S.S., Yrgnuh M'I, G.E., S txen, Ni Ecentins ro drow a repsihW.uoy htiw elcric a ni stneduts, TiS :maG repsihW (mlehliW), S ditte Ow's, Ow's, O's, O's, O'O's, O.O. I', dias floW.rM, nehw, S .rennid eb dluoc kcolc'o, 7 dna hcnul eb dluoc kcolc'o, 21, tsafkaerb eb eb dluoc kcolc'o 6, salam fo semit stneduts hcaet ot dna, noitairav rehtona sA.floW.rM semoceb S taht dnA .mht fo tnorf ni si ohw S ehsbarg ehs ro eh neht, emit rennid'tI', syoFloCrit, MNehts, ANehts kcolc'o 4's'tI' syas floW.rM8fI .'?floW.rM6tiItW' ksa stenduts ehT .noitcerid that gnicaf dna Word in T. T. if correct can go to the other side of the room. Students can have more possible hypotheses. Xyz Yogurt Pots and Vocabulary: this is certainly only for primary school children who only learn to speak English. You need a number of empty, clean and preferably identical yogurt containers for this game. Not more than 32 pots. On the external part of each pot, write how many more different English words you can use a penth of felt permanent black marker. Write the words in a legible but random way - some in the right way and others laterally or upside down. Try to write between 10 and 20 words about each dish. Then inside the pot on the bottom of it, write a single series number starting from 1. Make sure to clarify which part of the number should be read - for example it is easy to confuse 6 and 9 unless you put a line below of them. Make sure to make a main reference list of which words you write on which pot numbers, otherwise you will not be able to manage this game very well to everyone. When playing, each child needs a single clean sheet of A4 paper. Place the children and firmly bend the paper paper of its width, then fold it up to the measures and then again a third time. When the paper is completely opened, it is divided into eight sections from top to bottom. Then do it to bend to me and fold it for the long. This divides the document into 16 sections. Turn him the card so that he is on the desk in front of them in modalities 'landscape'. In the upper part of each of the 16 sections represented by the folds of paper, let the numbers write from 1 to 16. Make sure they are written quite small. Then turn the sheet and write more numbers on the opposite side from 17 up to 32 (or on the highest dish you put in the game. If you want, during the folding of theirs ehc ehc odom ni ottorretnini ,otterts ociremun enidro ni eresse ONOVED isav I .azzehgnul aus al ognul eenil enucla eranrevog ilraf etsertop students are not confused. Then distribute the pots at the speed of one for each child - or if you have a larger class¹, make a pot between two children and let each couple have a single sheet of paper. So they work as a team. If you want to introduce more¹ pots that there are children (or teams) then keep the amount on their desk in their full view. Their task is to write all the words of EACH pot in the corresponding numbered sections of their sheet. The words of Pot No.3 must be written only in Space No.3 on their paper and so on. Insist that they write legibly and in an orderly fashion. Once the children grab this game - they will be away and away! Make their goal the first child (or team) to complete ALL points of the game. Maybe a small prize for each of the top three? Please note forÃ² that YOU MUST insist that they can only have ONE POT on their desk at any time AND that when they finish one POT and want another, they must return the finished POT to you and get another from you - no direct exchanges within the class or there will be fights. Elementary school children love this game. Because everybody reads and writes fast different, and if you make some of the pots very simple and some very difficult - some of the pots will then become "collectibles" Your desk will become quickly the center of the universe in your class. Most children will not cheat in this game, but make a point of at least appearing to check the words that the first three children or teams wrote, against the main lists you should have made. Make sure they see you do this. I was pleasantly surprised by the success this game had with my elementary school students. It completely flipped them and also the laziest and most annoying¹ between have been transformed. If this becomes successful in your class then you could use this game to 'categorize' their vocabulary formation by having different 'sets' of pots with long words or arguments or words that begin with certain letters or contain certain letters. Names of cities, towns, rivers, animals etc. etc. It’s simple, inexpensive and very fast. Especially small children love it! Get ready for a VERY noisy and active classroom and for children trying to climb everywhere to get to the pots they need to complete their paperwork. (Submitted by Dave) Zoo Game: This is a fun activity for young students on the theme of animal sounds. After teaching the animals and their sounds, each S sits in a different part of the classroom and assigns them as different animals (to be clearer you can give each S a flashcard of the animal they are representing). He walks around the room and talks to every S, who can only respond like an animal. For example: Teacher: “Hello Yumi”, S1: “Moo! (cow). Teacher: “What’s your name?” S2: “Roar!” (lion). Teacher: “How are you, Kenta?” S3: “Bow-wow!” (dog).

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