

**From an upcoming
e-book:**

100 games:

Let's Play English Together! (A1-A2)



vocabulary Grammar Speaking Listening

Vytautas V. Sirtautas, Ph.D.

Daiva Sirtautiene, Ph.D.

Game *CATERPILLAR*



Language areas: movement verbs; present simple; present continuous.



Skills to be developed: to coordinate actions in a group; to listen to new words and refocus on portraying their meaning.

PRACTICAL NOTES

IT IS EASY FOR PUPILS TO PLAY THIS GAME: TEACHER SHOWS THE MEANING OF THE VERB HIMSELF, PUPILS ONLY REPEAT THE WORDS AND ACTIONS; THEREFORE, EVERYONE EXPERIENCES A LOT OF POSITIVE EMOTIONS. THE VERBS OF MOVEMENT ARE LEARNED THROUGH ACTIONS. THIS IS ONE OF THE EASIEST WAYS TO ENCOURAGE EVEN THE SHYEST PUPILS TO START SPEAKING IN A FOREIGN LANGUAGE.

Pupils stand in a line clinging to each other, forming a “caterpillar”. Teacher is in the front of the queue, and he names various movement verbs (in the present simple or present continuous forms). The “caterpillar” has to do what teacher says. E.g.: “The caterpillar goes goes... runs runs runs... crawls crawls... jumps jumps... tiptoes tiptoes... limps limps... scoots scoots... slides slides... scuffs scuffs... catches its tail...” Teacher in front demonstrates the actions that pupils have to repeat; pupils also have to repeat the verbs describing the action. Teacher together with pupils can think of a situation to act, e.g. the caterpillar is running from a chicken, it falls, breaks his legs, and has to limp.

Playful Exercise *TIME TRAVEL*



Language areas: tenses of the verb; regular and irregular verbs; questions.



Skills to be developed: to listen purposefully; to distinguish the tenses of the verbs and use them correctly; to formulate correct answers to the questions; to perform actions in accordance with the verbal information.

PRACTICAL NOTES

IT IS EASIER FOR THE PUPILS TO LEARN A PARTICULAR TENSE WHEN THE VERB (AND ESPECIALLY IRREGULAR) IS NOT CHANGED QUICKLY, PARTICULARLY IF THE PUPILS MAKE A LOT OF MISTAKES OR THINK FOR A LONG TIME BEFORE CHOOSING THE CORRECT TIMELINE OR ANSWERING THE QUESTION.

The classroom is divided into three timelines: past, present and future, and they are marked accordingly, e.g., with cards with the phrases *yesterday*, *now*, *tomorrow* or *in the past*, *at present*, *in the future*.

Version 1. Pupils are standing in the “now” territory and are listening to the tense of the sentence teacher is saying, e.g. “I am sleeping”, “I will sleep”, and so on. If the sentence is in the present tense, everyone remains standing in the “now” timeline, but if the sentence is in the future or past tense, they have to get to the correct timeline as quickly as possible. Then teacher says the next sentence and pupils have to act accordingly: remain in the, e.g., future timeline, or go to another timeline, depending on the sentence.

Version 2. The same rules apply as in version 1, but questions-answers are added to the game: when pupils are in a particular timeline, teacher asks each pupil individually a question corresponding with the tense of the timeline, e.g. if they are in the “yesterday” timeline, teacher asks “Did you sleep?”, “Did you play?”, and pupil has to answer accordingly: “I slept”, “I played”.

Game *LETTER DETECTIVES*



Language areas: spelling the alphabet.



Skills to be developed: to explore the environment purposefully; to observe attentively.

PRACTICAL NOTES

THE EASIEST WAY TO PLAY THE FIRST VERSION IS WHEN ALL THE PUPILS ARE LOOKING FOR THE SAME LETTER. THE LETTERS CAN BE HIDDEN (E.G. CARDS WITH LETTERS UNDER THE TABLE, A LARGE LETTER ON A BALLOON IN A TREE OUTSIDE THE WINDOW...), THEN THE PUPILS WOULD LOOK ONLY FOR THE HIDDEN LETTERS.

Version I. All the materials in the classroom that include letters are suitable for the exercise: posters, flash cards, books, newspapers, journals, etc. With the help of the teacher, the pupils divide up which letters they will “track”, e.g. one pupil tracks *A*, another one *I*, and so on. At the beginning, every pupil is given the “photograph” of the letter they need to find (the letter in upper case, lower case, or in both cases written on a piece of paper, e.g. (A), (a), (A a): it depends on the pupils’ ability to recognize letters and the aim of the lesson). The pupils are asked to “track” as many letters from their “photograph” as they can. They can look for the letters in various materials present in the classroom. Every found letter is shown to the teacher: “the boss” of the “detective agency”. The teacher marks a stripe on the other side of each pupil’s “photograph” for each found letter. The best “detective” becomes the pupil with the greatest number of collected stripes (it would be great to count them). The winner could be rewarded with some kind of a prize, e.g., a medal.

Version II. The pupils are given different fragments from the newspaper or the same text. The teacher asks them to find (“track”) and underline a particular letter or several different letters with different colors (e.g. *I* with red, *B* with green, etc.). When everyone finishes, different “ornaments” are viewed and compared, e.g. is there more of green or more of red? Which letter was “tracked” the most times? The fewest times?

When playing this game the next time, a rule to “track” and mark all the letters, without skipping, can be introduced. The letters that remain can be found at home.

