

Interactive Activities

Classroom mingle – SS walk around the classroom searching for words that are scattered/posted on the wall. They have definitions in front of them. They write the words next to corresponding definitions.

Hot Seat – A student sits on a chair with his back turned to the board. The T writes a word on the WB, and the class is trying to explain the word to a student. Once the student guesses, next one comes up, etc. This can be done in groups as well, as a competition. (Harmer, *The Practice of English Language Teaching*)

Face2face – In pairs, SS stand up and face each other. They stand so that one student from the pair can see the board, and the other cannot. Each pair has one minute to explain the word from the WB to their partner. Once their partner guesses, they raise a hand and shout “Got it!”. For this, they get a point. The winner is the pair with most points.

TicTacToe – A lot of games can be played with this griddle. One of them is that the T puts a letter into every square. SS are divided into 2 groups. Each group takes a turn to choose a letter. Once they choose, the T gives them a word that starts with that letter, and they need to spell it. If they spell correctly, they get an X or an O. If not, the square stays free. Then, if the other group chooses the same square, the T gives them a different word that starts on the same letter. The winner is the first group who gets 3 in a row. (Watcyn-jones, *Vocabulary Games and Activities 1*)

Associations – T writes words for revision on little pieces of paper, which are folded and put into a box. The class sits together in a circle, and students take turns with the box. Each student takes out pieces of paper and tries to explain the meaning of the word that he/she has on the paper, without saying the word. The student has one minute to explain as many words as possible. The student keeps all the pieces he/she managed to explain successfully. In the end, the winner is the student with most papers. Normally, students cannot change the paper, once they draw it, but this can be adapted depending on the level of the class.

Place the word – SS are divided into groups of 5-6. Each group is given a set of words. These can be related to human body, or classroom objects. Each groups cards should be color-coded. The groups need to put the cards on the object/place that the word describes. The winner is the group that first uses up all the cards.

Name as many – In pairs, students need to name as many of activities, or character adjectives, or professions. T can decide on the topic. Pairs simply need to write down as

many words related to the topic, as they can remember. They also must be able to explain the meaning of each of the words from the list. The winner is pair with most words. This can also be adapted in groups. (Thornbury, How to teach Vocabulary, p.49)

Alphabet – For a very large lexical field, such as food, clothing etc..choose letters of the alphabet for each round of the game. In their groups, students have to come up with only items that begin with that letter. Avoid infrequent letters (Q, X, J...). Allocate points to the group with the most words. (Thornbury, How to teach Vocabulary, p.49)

Find a partner – T writes words that form collocations on index cards, and distributes the cards to students. T then instructs the students to find the person in the classroom who's got a word that collocates with their word on the card. This can be used as a pairing up activity, and T can request that once they find the partner, students sit together and try to find the collocation in a dictionary. The pairs can then get another task, or simply go back to their seats. (adapted from: Thornbury, How to teach Vocabulary, p.67)

Picture differences – the Internet is abundant with activities like these. T can choose a picture of their liking that portrays some of the target vocabulary that the T wants to review. In pairs, then, ELLs try to find the differences by talking to each other, and describing their respective pictures. T monitoring is crucial here, to ensure the students won't show each other the pictures they have.

Post-it game – This one is very low prep, and gives ELLs the opportunity to be a part of the decision-making process. T chooses a theme – celebrities, food, animals, classroom objects, etc. Each student gets a post-it and needs to write a word related to the theme on it, making sure no one else sees it. When everyone is done, they put a post-it on the forehead of the person next to them. At each table, ELLs need to guess what is on their foreheads by asking YES/NO questions. As long as they receive YES as the answer, they can continue asking Qs. Once they get a NO, it's the next person's turn.

Names & Adjectives – This one is good for the beginning of the year, while ELLs still need to get to know each other. Students think of an adjective that describes them and that begins with the same letter as their name (musical Maria, nice Natalie, ambitious Ana, etc.). The first student in each row/table say their name preceded by the adjective. The second student repeats what the first student said, and adds their own name+adjective. The process is repeated till the end of the row/last student at the table. Since the purpose is for class to get to know each other, the class is supposed to help if a student gets stuck. In the end, the class can review all the adjectives learned. (Hess, Teaching Large Multilevel Classes, p.21)