

Language Games & Mixers

MARSHA CHAN

Mission College, Santa Clara, CA
Sunburst Media www.sunburstmedia.com

Contact information

marsha@sunburstmedia.com
pronunciationdoctor@gmail.com
http://marshaprofdev.blogspot.com
www.youtube.com/PronunciationDoctor
www.linkedin.com/in/PronunciationDoctor
www.sunburstmedia.com/present/present.html
www.missioncollege.edu/depts/esl/faculty/chan/chan.html
www.slideshare.net/purplecast/

ASK AND ANSWER, MIX AND MINGLE

This card mixer allows for many variations!

Language Objectives

Complete the sentences with target vocabulary.

Language Objectives

Practice vocabulary, reading, grammar, listening, speaking (See Variations.)

Individual Objectives

Read/listen to and respond to as many cards as you can; talk to as many classmates as you can in the given amount of time.

Preparation

Make as many two-sided cards as you have students. (3x5" index cards)

Focus: Vocabulary

On one side of the card, copy fill-in-the-blank exercises from a textbook or write your own, one per card, with the correct word among distractors. On the other side, write the sentence with the correct answer.

How to Play the Game

Have students stand up without books or pens. Explain that they'll read, speak, ask, answer and mingle.

You may need to move the furniture to have a large group space, or students may need encouragement to walk around the tables to meet up with other classmates on the other side of the room.

Distribute a card to each student. Tell the students to look at their card and identify which is the "quiz" side and which is the "answer" side.

Tell them to look at the answer side and show the quiz side to one classmate. Ask the classmate to complete the sentence. If the answer is wrong, say "Try again." If it's right, say "That's correct./ Good job" etc. Complete the classmate's sentence. When both of you have finished, exchange cards, say Good-bye, and find another partner.

Continuing in this way, each student gets the chance to practice as many different sentences as classmates.

Note: Students often confer to ask their classmates to explain what they don't understand and are afraid to ask the teacher directly.

Focus: Grammar

Instead of vocabulary items, write sentences in which students need to complete sentences with the appropriate grammatical elements.

Focus: Listening, grammar, and vocabulary

This variation helps develop auditory memory even more than the others.

Preparation

Take a reading passage the class has studied. Choose one with content and sentence structures that you want students to practice (I+1).

Turn each sentence into a Yes-No question. You may need to break up compound, complex, and compound-complex sentences into simple sentences (not always, though, and it may depend on the English proficiency of your learner). Write both the question and the answer on the same side of the card.

For example, on one side, write:

Do babies learn a lot during their first six months?

Yes, babies learn a lot during their first six months.

Leave the other side blank.

How to Play the Game

As described above, have students stand for a mix and mingle session. Explain that they won't read anything on the card, but they'll need to listen carefully to their classmate's Yes-no questions and answer them Yes or No + a complete long answer.

Distribute a card to each student. Tell the students to find a partner and invite the partner to answer the question: read the question only. Check the partner's answer with the answer on the card.

Use **Look in the Lake Pronunciation Cards**¹ for students to practice English pronunciation, listening, spelling, common sentence patterns, plural nouns with /s/, /z/ and /iz/ endings, and polite language. Students compete, collaborate and establish community while building their language skills. Look in the Lake Pronunciation Cards can be used to form groups of students. They can be used to play many games.

GROUP FORMATION WITH LOOK IN THE LAKE PRONUNCIATION CARDS

Objective

To find partner(s) or group members

Language Objectives

To pronounce the word on your card clearly

To listen and recognize words aurally

To practice sentence patterns

Getting Ready

Get the LOOK IN THE LAKE CARDS ready.

Count the students in attendance. Decide to form groups of 2, 3, or 4 students.

Prepare the requisite number of cards.

Example 1: There are 24 students, and you want them to work in pairs. Choose 2 each of 12 different picture cards.

Example 2: There are 24 students, and you want them to work in groups of 3. Choose 3 each of 8 different picture cards.

Example 3: There are 24 students, and you want them to work in groups of 4. Choose 4 each of 6 different picture cards.

Mix the cards, give 1 to each student, tell the students not to show their card.

Write on the board desired sentence patterns, and have students practice saying the models. Emphasize pronunciation, contractions, linking, phrase stress, intonation, and plural endings, as appropriate.

Beginner:

A: I have a sack.

B: I have a sack, too.

A&B: Good. The same!

OR

A: I have a sack.

B: I have a bed.

A&B: Different! Bye-bye!

Intermediate:

A: I have a dog. Do you have a dog?

B: Yes, I have a dog. We have two dogs.

OR

B: No, I don't have a duck. I have a bath. We aren't partners.

Advanced:

A: Excuse me, Mary. I have a dog. You don't have a dog, do you?

B: Why, yes, John, I do indeed have a dog. So far we have two dogs. Who else has a dog? Let's ask another classmate. –OR–

B: Sorry to disappoint you, John, I don't have a dog. I have a bath. A bath is certainly different from a dog, isn't it? We'd better keep looking for our partners.

Variation 1:

A: I'm a duck. Are you a duck?

B: No, I'm not a duck. We're not partners.

C: I'm a dog. Are you a dog?

D: Yes, I'm a dog, and you're a dog. We're both dogs. We're partners!

¹ available from Sunburst Media

Integrating Pronunciation Through Games and Mixers

Directions

Tell the students: Look at your card, but don't show it to anyone. Circulate. Tell & ask. Listen & answer. If you have the same cards, you are partners. Sit together.

Tell the students how many partners/players are in each group. Tell them to ask and answer until they find all group members, show their cards to ensure they "belong" together, and then sit together for the next learning activity.

Look in the Lake – The Main Pronunciation & Listening Game

Game Objective

To collect the most sets of 4 picture cards

Language Objectives

To pronounce very clearly

To listen carefully

To distinguish words with similar sounds

To distinguish singular and plural nouns with

/s/, /z/ and /iz/ endings

To practice polite language for turn-taking, repetition, clarification, confirmation, thanking, and showing appreciation

How to Play the Game

For a regular game, play with all 13 sets (52 cards). For a short game, play with 6 or 7 sets. In the examples below, the players are Alex, Hoa, Victoria, and Ming.

1. DEALER (Alex): Shuffle the cards. Deal five cards to each player. Deal to the player on the left first and continue clockwise. Place the remaining cards in the "lake" on the table in a pile with the pictures face down.
2. ASKING PLAYER 1 - start to the left of the dealer -(Hoa), call the name of any other player – the ANSWERING PLAYER – and ask for a card matching one that you have in your own hand. For example, if you have a **duck** card, you may ask,

"Alex, do you have any ducks?" (See **SENTENCE PATTERNS**.)

3. ANSWERING PLAYER: If you have that card (e.g., a **duck** card), give an affirmative response, (e.g., "Yes, Hoa, I have one **duck** / two **ducks** / three **ducks**). Here you are." Give all of such cards to the ASKING PLAYER.
4. ASKING PLAYER 1: If you get the card(s) you asked for, you may ask the same player or another player the same or another question. Continue until you receive a negative answer.
5. ANSWERING PLAYER (Ming): If you don't have any of the cards asked for, give a negative response, and tell the ASKING PLAYER to look in the lake. For example, "No, Hoa, I'm sorry. I don't have any **ducks**. Please LOOK IN THE LAKE."
6. ASKING PLAYER 1: If the ANSWERING PLAYER tells you to LOOK IN THE LAKE, draw one card from the top of the lake. If you draw the card that you asked for, show it to the other players and take another card. Otherwise, your turn is over. Turn to the player on your left. Say, "Victoria, it's your turn to ask." Victoria is ASKING PLAYER 2.
7. ASKING PLAYERS 2, 3 (4, 5): Continue asking and answering as described above. Take turns in clockwise order.
8. When you collect a set of four, place the set on the table in front of you. You score one point.
9. When all of the players have placed all thirteen sets on the table, the game ends. The player with the most sets wins.

Additional Game Rules

Use only English.
Do not spell any word orally.
Do not write or draw a word in any visual form.
Do not explain, describe, or demonstrate a word verbally or nonverbally.

Remember: Clear pronunciation and attentive listening are essential. Players must ask and answer in complete sentences.

LOOK IN THE LAKE LANGUAGE FOCUS

Sentence Patterns to Use Basic questions and answers

(Name), do you have any ducks?

Affirmative answer:

Yes, (Name), I have one duck (two ducks / three ducks). Here you are.

Negative answer:

No, I'm sorry, (Name), I don't have any ducks. Please look in the lake.

Turn-taking questions and answers

Whose turn is it?

It's (Name)'s turn.

Is it your (his, her, my, Name's) turn?

I think it's your turn to ask.

I'll ask you, (Name).

Don't ask me!

Why don't you ask (Name)?

I'll shuffle (deal, cut) this time.

Asking for repetition or clarification

Pardon me?

What did you say?

What was that you said?

Would you repeat that, please?

Would you please say it again?

I didn't catch that.

Did you say caps or cups?

Do you want tons or tongues?

Giving thanks

Thanks.

Thank you.

Thank you very much.

That's very kind of you.

It's very nice of you to give me your ducks.

I appreciate it very much.

Three ducks! I really appreciate your generosity.

I'll return the favor some time.

Receiving thanks

You're welcome.

You're very welcome.

Certainly.

Sure.

Don't mention it.

My pleasure.

I'm pleased to help you.

Additional Language for Deck 10

For Deck 10 Marsha's Ducks, the plural noun must be used after **any of**, **one of**, **two of**, and **three of** in all questions and answers.

Question:

(Classmate's name), do you have any of Marsha's ducks?

Affirmative answer:

Yes, (Classmate's name), I have one of (two of, three of) Marsha's ducks. Here you are.

Negative answer:

No, I'm sorry, (Classmate's name), I don't have any of Marsha's ducks. Please LOOK IN THE LAKE.

Selected Bibliography

- Brems, Marianne, Marsha Chan, and Julaine Rosner. [English for Child Care: Language Skills for Parents and Providers](#). 2010, Sunnyvale: Sunburst Media
- Chan, Marsha. [Phrase by Phrase: Pronunciation and Listening in American English](#) 2e, 2009, Sunnyvale: Sunburst Media
- Chan, Marsha. [Look in the Lake Communicative Pronunciation Cards](#). 2006. Sunnyvale: Sunburst Media.
- Chan, Marsha. "Stress Stretch." [New Ways in Teaching Speaking](#), Kathleen Bailey and Lance Savage, Editors. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. (TESOL), 1994.
- Hancock, Mark. [Pronunciation Games](#). Cambridge: Cambridge University Press, 1995.
- Kelly, Charles J. [Audio Concentration Games](#). Interesting Things for ESL Students. 2004.
- Kim, Elaine. [Phonics Bingo](#), 4 Levels. Culver City: Authors & Editors.
- Kim, Elaine. [Rhyming Words](#), 3 Levels. Culver City: Authors & Editors.
- Kim, Elaine. [Homophones Cards](#), 3 Levels. Culver City: Authors & Editors. Available <http://www.sunburstmedia.com>