



Consider:

1. What is “fun activity” (FA)?
2. How is it different from “ordinary activity”?
3. Why should Ts use “fun activities”?
4. How would the curriculum be affected by the use of FA?

Fun element in **General Procedure**

Examples

1. Call upon a student to answer a question by “lucky draw”.
 2. Ask a student to call upon another student to answer a question.
 3. Grouping/ reading aloud
 4. Let ss choose an exercise/ a passage/ a story
 5. Let ss play the role of T.
 6. Fun Home Work?
 7. More examples?
- Advantage/ disadvantage?

3

Points to note **When conducting FA**

1. Teaching Objective(s)? Don't just do it “for fun”!
2. **Maximum Class Participation!** Why?
3. FA can be for different stages of lesson – PPP+Revision
4. Duration? – Finish when ss still want “more”.
5. Instructions should be **simple**. Use English!
6. Create new activities using old procedure.
7. Prizes? – Any need?

4

Examine some Fun Activities...

For each activity, consider:

1. Will you do these activities with your pupils?
2. At what level?
3. **What are the teaching/learning objectives?**
4. Which teaching unit would you use it in?
5. Any adaptations?
6. Is it easy to prepare & conduct?
7. Any potential problems?
8. How much time would it take?

5

(1) Encouraging Thinking & Imagination

Quizzes, strange photos/ pictures

- Quizzes
- Explaining, talking about some strange pictures / photos.

Picture story

- Pupils sequence a groups of pictures and make up a story.
- Example: "Detective story"

1

Quiz

<http://www.britishcouncil.org/learnenglish>

LearnEnglish Kids

•Try this animal quiz. What can these animals do?

•Are these sentences True or False?

- 1.Mice can live for as long as six years as pets.
- 2.Some mice can hop or jump.
- 3.Pigs can't run.
- 4.A baby pig is called a piglet. Pigs usually have 3-6 piglets.
- 5.Pigs can smell things very well.
- 6.Most cats cannot swim.
- 7.Cats can see very well in the dark.

7

2

Make up
a story
based on
this
photo



8

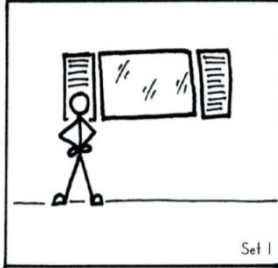
3

Sequence the pictures and tell the story

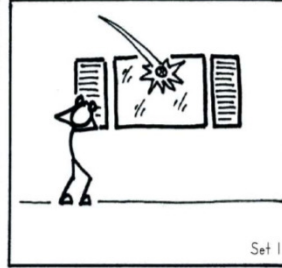
Set A



Set 1

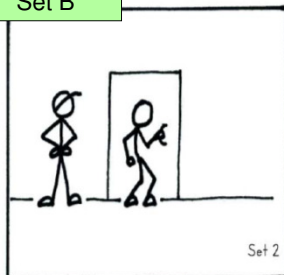


Set 1

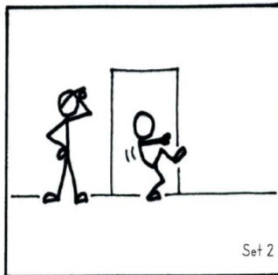


Set 1

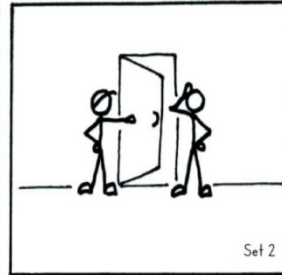
Set B



Set 2



Set 2



Set 2

4

Gift Game

- There is a pack of cards on the table. Each card bears the picture of a gift. Tell students:
- You pick a card and explain why you want to get the gift for your family or friends.
- You can keep the card if you can give a good reason, and will get a point for every card you keep.

E.g.

- a hammer and a nail
- a walking stick made of the branch of a tree
- a small paint brush
- a broken umbrella
- an old sports shoe for the left foot
- a broken glass
- three dry leaves

5

Making up a story

- Pick up a card from each of the following four bags
 - Place: a market, in the swimming pool, under the table in the classroom, ...
 - Characters: a cat and a dog, you and a lion, Snow White and a mouse, ...
 - Action: dancing, doing homework, singing Karaoke, having a picnic, sleeping, ...
 - Exclamations: How sad! How terrible! How frightening! How nice! How wonderful!...
- Make up a story using these cards.
- This can be done in groups.

11

(2) Information Gap Activities

6

What's in the bag?

- One pupil looks at the item in the bag.
- He describes it for his friends to guess

12

7

Tell us how to draw the picture

- One pupil from each group comes out to the T's desk, and looks at a picture.
- He describes it to his friends, who will do the drawing.
- The group that gets the best picture wins.

13

8

Running dictation

1. A text is put on the wall in different parts of the classroom.
2. One pupil from each group comes out to read the text at a time.
3. He memorizes as much of it as possible.
4. He runs back and tells his group.
5. Then the next pupil does the same.
6. The group that dictates the text with fewest mistakes wins.

14

9

Complete the pictures

- Each pair of pupils have similar pictures with small difference.
- They describe the pictures to help each other complete the pictures.

15

10

Sequence the pictures

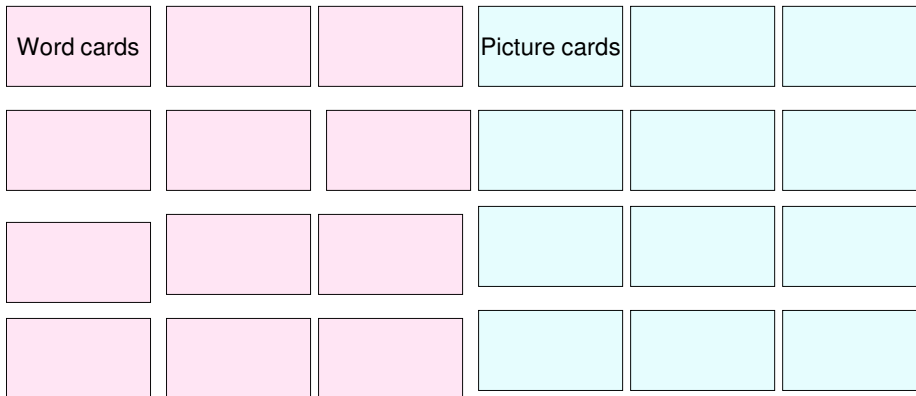
- Pupils work in pairs.
- Pupil A has pictures in sequence. Pupil B has pictures cut-outs.
- Pupil A describes the pictures to help Pupil B put the cut-outs in the right sequence.

16

11

(3) Memory Games

Cards are turned face down on the table/ on BB. The player turns over a word card and a picture card each time. He can keep them if they match.



Words: e.g. banana, butter, candy, chicken, chocolate, eggs, ice-cream, milk, pizza, potato, rice, sandwich, sausage, soup, tomato

17

12

Remember the picture

- T shows a picture on BB or screen.
- Pupils try to remember the items/ arrangements in the picture.
- T removes the picture.
- Pupils try to recall the items



Possible use:

- Revising vocabulary – e.g. names of fruits, occupations, actions...
- Can be adapted for groups work

18

(4) Guessing Games

13

I spy with my little eye

- E.g.
- “Something beginning with the sound /b/.”
- Pps guess.
- Answer: Black-board



19

14

Ten questions

- Pupil A thinks of an object
 - E.g. a dog, a car, a teacher
- Pupil B asks “Yes/No questions”
- Pp A answers: Yes, it is. /No, it isn't. /Perhaps it is.
- Pp B can only ask ten questions.
- T helps pps make logical guesses, e.g.
 - *It is an animal.*
 - *We can see it in Hong Kong.*
 - *It has 4 legs.*
 - *It has short fur.*
- After each round, T writes the answer on the bb to avoid repetition.



15

Riddles (Similar to Ten Questions)

- T can prepare the questions, or she could ask the pupils to prepare some. E.g.
 - It is a fruit. It is yellow. It is soft.
 - It is in this room. It is black/green and is very big.
 - What is in the middle of water?
 - What gets bigger the more you take out from it?

16

Hangman

- For guessing words

21

17

Miming/ charade

- For **single actions**:
- e.g. T mimes: brushing teeth, standing on a bus, etc.
 - T: What am I doing?
 - Pps guess: You are brushing your teeth...
- For **a series of actions/ events**:
- e.g. T mimes: opening the door, walking into the room, seeing a ghost, fainting, etc.
 - Pps try to tell the story.
 - “You opened the door. You walked into the room...”

(5) Board Game – Snakes & Ladders

- Pupils play in groups of 4-6
- They use counters to mark their positions
- They throw a die/ dice to decide on how many squares to move along.
- Head of a snake = go down to the tail
- Bottom of a ladder = move up to the top
- The first one to reach the finishing point wins.

Possible use:

- Grammar, spelling, specific knowledge
- Examples:
 - Who builds the straw hut in “The Three Little Pigs”?
 - How do you spell XXX?
 - How many toilets for pupils are there in this school?



(6) Following Instructions

Commanding the “robot”

- Players can see, or are blind-folded
- Note: Make sure it is **safe!**

Example:

- Walk forward 3 steps.
- Turn left.
- Walk sideways 4 steps.
- Jump forward about 2 feet.



25

Simon Says

- Following instructions – only when the instructions begin with “Simon Says”.
- Pps can prepare some instructions and be the leader. Must conduct the game quickly – otherwise it would not be exciting.

Example:

- Put your hand on your head.
- Put it down.
- Lift your left leg.
- Touch your nose.
- Touch your chin.
- Put your hand on your neighbour’s shoulder.
- Open your mouth.



26

(7) Listening & speaking Games

21

Chinese Whisper

- Groups of pupils line up in front of the class.
- T gets the first pupil of each line together, and reads a story to these pupils.
- The first pupils return to the lines. They start telling the story to the next pp. The story is passed down.
- The group that finishes first, and makes the least mistakes wins.

Example:

- William's dog bit Sandy's cat. William's feels sorry about this. So he gives Sandy a toy cat.
- The next day Sandy gave the toy cat to her cat. Her cat and the toy cat are now good friends.
- But then William wants the toy cat back because he wants to give the toy cat to his dog. ²⁷

22

Tongue Twister



(1)

Peter Piper picked a pack of pickled pepper.

If Peter Piper picked a pack of pickled pepper,
what is the pack of pickled pepper Peter Piper
picked.

(2)

She sells sea shells at the sea shore.

28

23

(8) Word cards as toys

- Make word cards from the books
- (Or -- Ask pps to make the cards)



Activities:

1. Label things in the room:
e.g. black-board, chair, table, colours, window...
2. Spot the “wrong labeling”.
3. Matching words with pictures
4. Ask pps to make up stories using the cards
E.g. Hong Kong, mother, water, apples, table, chair.

29

(9) Activities involving movement

24

- Head and shoulders, knees and toes
 - Pointing
 - Wrong pointing



30

25

Actions: If you're happy (+ Using Songs)

- If you're happy and you know it clap your hands
- If you're happy and you know it clap your hands
- If you're happy and you know it and you really want to show it
- If you're happy and you know it clap your hands

If you're happy and you know it stamp your feet.

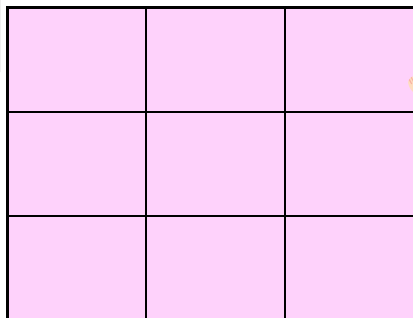
----- shake your head.

----- say "Oh Yea!"

----- do all these.

26

(10) Bingo



Example:

- Pupils put names of different animals in the grid
– T reads out the names; pupils circles them.

Other possible uses:

- Consonant letters – T reads out a word (e.g. boy) – pupils circles “b” – for the sound /b/.

32

27

(11) Comparing

Comparing two pictures

- Spot the difference between two pictures.
- Describe in English.
- Finish within specified time.
- The pp who can spot the highest no. of differences win.

Comparing two stories

- Do the same with two stories.

33

28

Comparing 2 pictures



<http://images.google.com/images?q=spot+the+difference&rls...> 34

29

(12) Quizzes on things learnt

- T makes up questions based on stories pupils have read, learnt grammar, vocabulary, or general knowledge.
- Pupils compete in groups.
- E.g.
 - In a story, someone got three wishes from a fairy. Who is he?
Answer: The wood-cutter in *Three Wishes*.
 - How many pigs are there in the story about the Little Pigs and the Big Bad Wolf?
 - What is the past tense of “drunk”?

35

30

(12) Sequencing words/ sentences

1. never – Saturday – go – on – to – the park – I – the
2. them – money – do – give – much – you – how – ?
3. most – this – the – is – book – interesting.
4. o'clock – to – bus – goes – she – work – by – eight – at – every day.
5. the zoo – seen – you – in – ever – a kangaroo – have?

36

Conclusion: Why Fun Activities?

1. Games help create contexts in which the language is useful and meaningful.
2. Some provide more "quality" practice.
3. As the practice through games is meaningful to the students, they respond in a natural way.
4. If they are amused, angered, challenged, intrigued, or surprised, the content is clearly meaningful to them.
5. Thus the meaning of the language they come across will be more vividly experienced and, therefore, better remembered.
6. Games as "rewards" to reinforce good behaviour.³⁷

Further Points

1. Challenging?
2. Childish?
3. "Old" activity? Boring?
4. Is the language learning obvious?
5. "Cost effective" in terms of time?
6. Competition? Cooperation?
7. Language Arts activities

Internet Sources

- Word games, e.g. opposites:
<http://www.manythings.org/fq/m/2993.html>
- Speaking & Listening
<http://www.manythings.org/>
- On-line games
<http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html>
- Videos
<http://www.britishcouncil.org/kids-stories-eric-engine-popup.htm>
- Fun to read
<http://www.starfall.com/n/level-b/twisters/load.htm?f>
- Poetry
<http://www.starfall.com/n/poetry/touchthesky/load.htm?f>
- Interactive story
<http://www.woodlands-junior.kent.sch.uk/studentssite/pokemon/1.html>



39



*Teach and
learn with
FUN!*

40