
Glossary of Teaching Activities

Note: Where activities are described fully in the chapters, only a brief description is given here.

* **After-Reading Activities**

These activities include the following: story innovation; innovating on the ending; cartoon strip; readers' theatre; wanted posters; story map; time lines; hot seat; freeze frames; cloze; monster cloze; vanishing cloze; text reconstruction; consonant groups; phonic families; true/false questions; questioning the text. See Chapter 5.

* **Aural Cloze**

This is a cloze exercise that focuses on listening skills. Each student has a text with deletions. The full text is read aloud by the teacher and students must fill in the gaps. See Chapter 6.

* **Barrier Games**

Barrier games are discussed in detail in Chapter 2, along with other communicative games. They are usually played in pairs, and involve solving a problem of some sort. They involve an "information gap," whereby each player has different information that both need if they are to solve the problem. A feature of these games is that players should not be able to see the other player's information—hence the notion of a "barrier" between them. See also Chapter 4.

* **Before-Reading Activities**

These activities include the following: predicting from words; predicting from the title or first sentence; predicting from a key illustration; picture sequencing; reader questions; storytelling; storytelling in the mother tongue; sharing existing knowledge. See Chapter 5.

* **Cloze**

Cloze activities are pieces of text with some words deleted. They are a useful teaching strategy for encouraging students to use prediction skills as they are reading, to help you assess their general comprehension, and to gauge the difficulty of a text for a particular student. They can be based on a text students have already read, or they can

be based on another familiar topic. Students should not be asked to do a cloze around a topic they know nothing about. See Chapter 5.

* *Describe and Draw*

This is a barrier game in which each child in a pair takes it in turns to describe something he or she is drawing (or has drawn). His or her partner then has to draw the same thing. See Chapter 2.

* *Dialogue Journal*

As the name suggests, this is a conversation that is written down. It may be between the student and teacher, or between an ESL student and an English-speaking buddy. See Figure G-1.

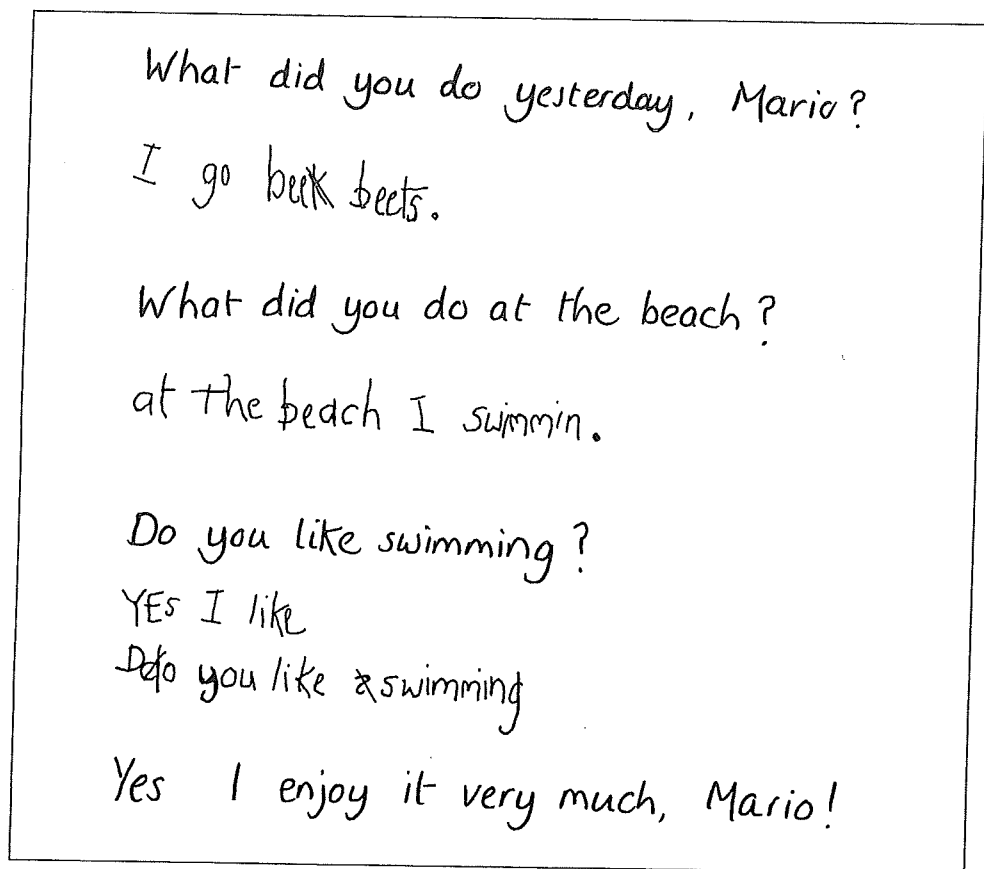


FIGURE G-1. *Dialogue Journal*

✱ *Dictogloss*

This is a technique adapted from Ruth Wajnryb (1990). It is designed to develop listening skills, but is particularly valuable because it integrates this with speaking, reading, and writing.

1. The teacher reads a short passage twice (or more) at normal speed. The passage should be on a topic the students already know something about. (You could write the passage yourself, or you could use a passage from one of the students' textbooks in any curriculum area, or from a book related to a topic they are studying.) The students just listen; they don't write anything at this point.
2. The teacher reads the passage a third time at normal speed, and this time, while the teacher is reading, the students write down as much as they can, as fast as they can. They should not try to write sentences, just key words and phrases. It is important that you make clear to the students that you do not expect them to write everything down. The aim is just to get as much information as they can. Handwriting and spelling are not important at this stage.
3. In pairs, the students compare and discuss the individual notes they have written. Together, they try to begin to reconstruct the original text they heard.
4. Two pairs of students then join to make a group of four. They repeat the same process, again adding to and adapting their notes. By using these four sets of notes, the group will probably be able to produce a fairly accurate record of the original passage.
5. At this stage you can ask individual students to write out the passage based on their notes. Alternatively, the group can do it together. (Groups could use large sheets of paper and then put them on the wall for display.) Give them time to check their writing, such as grammar and spelling. Then put the original passage on an overhead and let the students compare what they have written with the original. The aim is not to produce an identical text to the original, but to produce a text that has the same information and is appropriately worded. Discuss with students the differences between the texts, pointing out (and praising) variations that make sense and that show how the students were using their language knowledge.

Note: At Steps 3, 4, and 5, encourage students to *reflect on* what they are writing (e.g., to use what they know about English grammar to check for grammatical errors; to ask the question "Does it make sense?"; and to use the context to guess words they were unable to hear). See Chapter 6.

✱ *During-Reading Activities*

These activities include the following: modeled reading; skimming and scanning activities; rereading for detail; shared book; word masking; pause and predict; shadow reading; summarizing the text; jigsaw reading; reading aloud. See Chapter 5.

※ *Expert and Home Groups*

This is the organizational structure that underpins activities such as jigsaw listening or jigsaw reading. Divide students into groups of six. (Numbers can be varied depending on your class size.) Their task is to become "experts" in one aspect of a topic. Assign a letter or name to each group. Within each group, number the students from one through six. After they have become experts, through listening, viewing, reading, or other kinds of research, the groups reform in their "home" groups, this time with all the 1s together, all the 2s and so on. They share the information they have acquired, with each person contributing different information. In these kinds of activities, it's helpful to design information sheets for recording information. Students will fill in one part of the information in their expert group, and the remainder of the information on the basis of what they learn in their home group. See Chapters 2 and 4.

※ *Find My Partner*

Students should each have five or six pictures; two are the same but the others differ in very small details. Mark one of the two identical pictures with a cross. Cards should be face down on the table. Each child in a group of five (or however many cards there are) takes one card. They must not show each other their pictures. The child who has the picture marked with a cross must ask questions of the others in the group to find out who has exactly the same picture. See Chapter 2.

※ *Find the Difference*

This is a barrier game in which pairs of students have two similar but not identical pictures; they must find the differences by questioning each other and/or describing the picture. See Chapters 2 and 4.

※ *Hands Up!*

Students have a set of questions based on a text. The text is read aloud, and as students hear the information that answers a question, they raise their hands. Make sure that the questions are in the order in which the information is given in the text. See Chapter 6.

※ *Hot Seat*

This is a role-play activity that can involve the whole class. Children sit in a circle, with one student, who takes on a character role, sitting in the "hot seat." The remainder of the class ask the character in the hot seat questions about his or her life. The role can be based on a character in a book the class has read, or on a historical character. See Chapters 2 and 5.

* ***If You Are . . .***

This is a listening activity that requires students to follow different instructions depending on other information that relates to them. See Chapter 6.

* ***I'm Thinking of Something That . . .***

Each child in a small group must choose an object to describe from a set of pictures related to a topic being studied. Each student begins by saying "I'm thinking of something that . . ." and continues by describing the object. Other students must guess what is being described. See Chapter 2.

* ***Information Extraction Tasks***

These are listening activities aimed at developing students' skills in listening for key information. See Chapter 6.

* ***Information Grid***

This is an information transfer activity whereby information in a text is represented in another way. An information grid is illustrated in Figure G-2. The example is not yet completed—students will add information as they research further. Note that it encourages students to pick out main points from information, and it is very valuable as an information resource for writing. It also dissuades students from simply copying out large chunks from books when they do a project! See Chapter 4.

* ***Inquiry and Elimination***

This activity helps develop reasoning skills and practices question forms. See Chapter 2.

* ***Interviews***

This is a particularly valuable activity for ESL students, since it gives them an opportunity to interact formally with an adult other than their teacher, and with someone they don't know. For many students, this means learning a more formal register of English (see Chapter 1). Questions should be prepared beforehand, with discussion about what it is appropriate to ask, the most important questions to ask, and the way these questions should be asked. This is a good opportunity to discuss forms of address and other "politeness" issues. See Chapter 4.

* ***Jigsaw Listening***

In this activity, groups of students each listen to an audiotape. There is different information on each tape, which all students will eventually need. For example, in the dinosaur topic described in Chapter 4, the students could answer the question, "Why

GLOSSARY OF TEACHING ACTIVITIES

Dinosaur	When it lived	What it looked like	What it ate	Other features + interesting facts
ankylosaurus	70 mya	Big and heavy Bony plates on its head, neck, and a club at the end of the tail	only plants	As big and heavy as a tank
stegosaurus		Plates on its back—one or two rows but we're not sure Bony spikes on its tail		Plates were to control its temperature Called the stupidest dinosaur because its brain was only the size of a walnut!
tyrannosaurus	100 mya	Very short arms. They couldn't reach its mouth	meat	Very fierce
diplosaurus		Very long. Long neck		The longest dinosaur, as long as 7 cars or 16 people. Lived in N. America

FIGURE G-2. Information Grid

did the dinosaurs disappear?" Four groups could each listen to one hypothesis: they grew too large to move or breed, new flowering plants poisoned them, their diet caused them to lay eggs that didn't hatch, a meteorite hit the earth. Each group takes notes about what they have learned. Then the groups regroup, with four students coming together who each have information about one of the hypotheses. They share this and now have a basis to answer the question. This is an example of the use of the expert/home grouping described earlier. See Chapter 6.

* Jumbled Sentences

Have the child dictate a sentence to you that relates to themselves or to a book that has been read. Write the sentence onto a strip of card and then cut it into words. The child must sort the words back into the correct order. As a simpler variant of this activity, the child could also have a copy of the complete sentence on a strip of card on which they match and place each of the individual words. See Chapter 5.

✱ *Map Games*

These are barrier games using incomplete maps that must be completed through questioning, or games involving the giving of directions using the maps. See Chapter 6.

✱ *Matching Game (Listening)*

This is a listening activity in which students must match a number of pictures to their descriptions, which are read aloud. See Chapter 6.

✱ *Minimal Pair Exercises*

These are designed to help children hear the difference between the phonemes of English. See Chapter 6.

✱ *Monster Cloze*

This is a variation of the traditional cloze and is a whole-class activity. Only the *title* of the passage is written on the board. The passage itself, however, consists of only the gaps. Students guess the missing words (in any order), and the teacher writes in any correct words in the appropriate gap. The task becomes progressively easier because once the sentences are partially completed, students should be able to predict the remaining words by using their knowledge of the topic and of English grammar. See Chapter 5.

✱ *Paired Problem Solving*

Two problems are involved, with pairs of students solving one of the problems. Pairs solving different problems come together and question each other about how each pair solved its problem, prior to attempting later to solve the same problem themselves. See Chapter 2.

✱ *Picture and Sentence Matching*

Jumble up a set of pictures and corresponding sentences. Children must match each picture to the appropriate sentence. This could be based on a book that is being read in class. See Chapter 5.

✱ *Picture Dictation*

This is a listening activity in which students have a number of individual pictures corresponding to a story. The story is read aloud, and as they listen, students must put the pictures into the right sequence. See Chapter 6.

✱ *Picture Sequencing*

Use a set of pictures that tell a simple story, or that illustrate a sequence, such as the life cycle of an insect. Individually, in pairs, or in groups, students put the pictures in an appropriate order and write the story or describe the sequence. A more challenging use of a picture sequence, and one that focuses more on spoken language, involves giving each student in a group one card (there should be the same number of students as there are picture cards). Tell the students not to show the others in their group their card. Each student describes his or her card (it doesn't matter who starts), and when they have all finished describing their cards, the group decides on the basis of the descriptions which card should come first, which second, and so on. On the basis of the order decided, each student puts his or her card down. For younger students and those very new to English, make sure that cards are placed from left to right. See Chapter 2.

✱ *Problem-Solving Activities*

Groups of children solve a problem through discussion, and then report back to the class about their solutions.

✱ *Questionnaires*

Questionnaires are a useful way to collect opinions on a topic, such as the "Local Issue" discussed in Chapter 7. Constructing the questions also involves a focus on both form and appropriate register. See Chapter 2.

✱ *Running Dictation*

This is a team game that can be a very noisy activity! Students should be in teams of about six. Before you begin, write a short text on a large sheet of paper, starting each sentence on a new line. Place the text on a wall somewhere outside the classroom (e.g., in a corridor outside the room). The first member of each team runs out of the class to the text and reads (and tries to remember) the first sentence. He or she runs back into the class and dictates it to his or her team, who write it down. When everyone in the team has finished writing, the second member of the team runs out, reads and memorizes the second sentence, returns, and dictates it. This continues until a team has completed the text. If a member forgets the sentence on the way back (this happens often!), he or she can go back and read it again, but of course time is lost if they do this. Point out to students that they should try to think about the meaning of their sentence—simply trying to memorize a sentence as a string of words is much harder than remembering something meaningful. However, make sure that you use a text that is within your students' capabilities to understand. See Chapter 4.

* **Say It Again**

This is a listening activity in which students "shadow" a character in a video. It provides practice in pronunciation, stress, and intonation. See Chapter 6.

* **Semantic Web**

A semantic web, sometimes called a Semantic Map, is a way of collecting and organizing information. Often this is carried out initially as a brainstorm, with students recalling what they already know about a subject and the words and concepts they associate with the key word (see Figure G-3). As the figure demonstrates, often these ideas will reflect very different categories and levels of generalization, so after the initial brainstorm, these random associations can be reorganized and classified by the teacher and students together. (For this reason, it helps to use small pieces of paper to write up the suggestions, fixed with reusable adhesive putty, which can be repositioned later.) The semantic map in Figure G-3 was later reorganized into four types of information: the names of some dinosaurs, some facts about them, why they became extinct, and how they have been used in fiction. As the topic progressed, new categories, subcategories, and information were added. See Chapter 4.

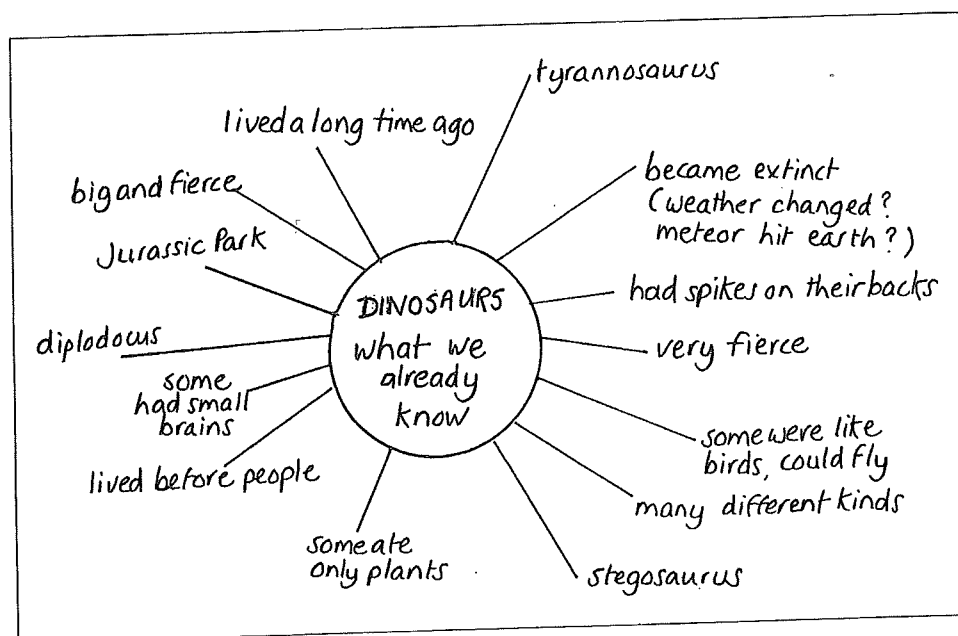


FIGURE G-3. Initial Semantic Web

* ***Shadow Reading***

Children either follow or "read along" with an audiotaped excerpt from a book. The teacher can create this. If children read aloud, they should try to follow the pronunciation, stress patterns, and intonation patterns as closely as possible. This is a useful "rehearsal" if children are going to read aloud to the rest of the class (e.g., in Readers' Theatre). See Chapters 5 and 6.

* ***Sound Bingo***

This is based on a traditional Bingo game. Children hear sounds rather than words. For example, they may hear a baby crying or a dog barking. As they hear the relevant word, they cover the appropriate word on the Bingo board, for example, *baby* or *dog*. See Chapter 6.

* ***Sound Stories***

This is a listening activity in which children must find a connection between several sounds. See Chapter 6.

* ***Split Dictation***

This is a listening activity in which pairs of students each have part of a text. By dictating the parts they have to their partner, each student must complete the text by filling in what is missing. See Chapter 6.

* ***Spot the Difference***

This listening activity is aimed at developing students' skills in listening for general information. See Chapter 6.

* ***Story Map***

A story map is a visual representation of the characters and events of a story. Children can construct this in groups or individually, either adding to it as they read the story, or developing it as an after-reading activity. It is often helpful to use a story map to help prompt students if they are retelling a story. Alternatively, they could draw their own story map prior to writing a story. See Chapter 5.

* ***Teacher-Guided Reporting***

As a child retells about something he or she has learned or found out, the teacher provides scaffolding to support the child's retelling. To do so, the teacher uses prompting, asking for clarification, recasting, or questioning. See Chapters 2 and 3.

※ **Text Reconstruction**

Students reconstruct a text that has been cut up into sentences or paragraphs. They should be able to explain the sequence they have chosen. This is a good activity for focusing on the cohesive links across sentences, such as pronoun reference and conjunctions. See Chapters 4 and 5.

※ **Vanishing Cloze**

This is another cloze variation. Write up on the board a short passage (three or four sentences, or even shorter for beginners) based on something students are familiar with. Students read it aloud together. Erase one word from anywhere in the text. Students read it again, putting back the missing word. Erase another word and repeat the process. Continue until all the words are removed, so that students are now "reading" from memory. These repeated readings are especially helpful if the text contains a tricky grammatical structure or subject-specific vocabulary that the students are currently learning, since it provides a context for repetition that is both fun and challenging. See Chapter 5.

※ **Wallpapering**

This is a brainstorm activity. Give groups of students small sheets of paper to write down one thing they know about a topic, or one idea they have about a controversial topic. Stick the pieces of paper on the walls of the classroom. Students walk round and read other students' ideas. Later they can comment on the ideas of others: *I agree with the one that said . . . I didn't know that . . . I don't think that's right.* See Chapter 4.

※ **What Can You Hear?**

This is a listening activity designed to introduce students to focused listening. See Chapter 6.

※ **What Did You See?**

This is a memory game that practices vocabulary. Learners must try to remember a selection of objects or pictures, which they look at for a short time, and which are then covered. See Chapter 2.

※ **Word Linking**

This is an activity designed to improve pronunciation and listening skills. See Chapter 6.

※ **Word Wall/Word Bank**

This is a display of words that are relevant to a particular topic or text type (see Figure G-4). See Chapter 4.

GLOSSARY OF TEACHING ACTIVITIES

<u>Connectives for discussion writing</u>	
First	
Second	
Also	
In addition	
On the other hand	
However	
Nevertheless	
Therefore	

<u>Connectives for narratives</u>	<u>"Saying" verbs for narratives</u>
One day	said
After	explained
Afterwards	shouted
Later on	growled
The following morning	cried
In the end	yelled
Finally	whispered
At last	replied

FIGURE G-4. Word Wall/Word Bank

For Further Practical Ideas

SCHINKE-LLANO, L., and R. RAUFF, eds. 1996. *New Ways in Teaching Young Children*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

SION, C., ed. 1991. *More Recipes for Tired Teachers: Well-Seasoned Activities for the ESOL Classroom*. New York: Addison-Wesley.