

Fall World Language Workshop

A Toolbox of Activities and Strategies to Increase Language Learning



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Some activities from Donna Clementi, Paul Sandrock, and Carrie Willer

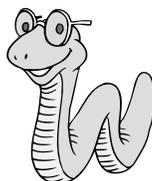


Interpretive Mode

Interpretive Communication Is NOT	Interpretive Communication IS
Translation	At the beginning level understanding the gist and at the more advanced level understanding the deeper levels of details
Hunt for trivial details	A task with a purpose for listening, reading, or viewing
Readings that teach all new vocabulary first	Use of authentic materials
Reading, listening, or viewing without context	Use of context to complete interpretation
Reading word-for-word	Use of context clues such as prediction, guessing and structure to understand the meaning

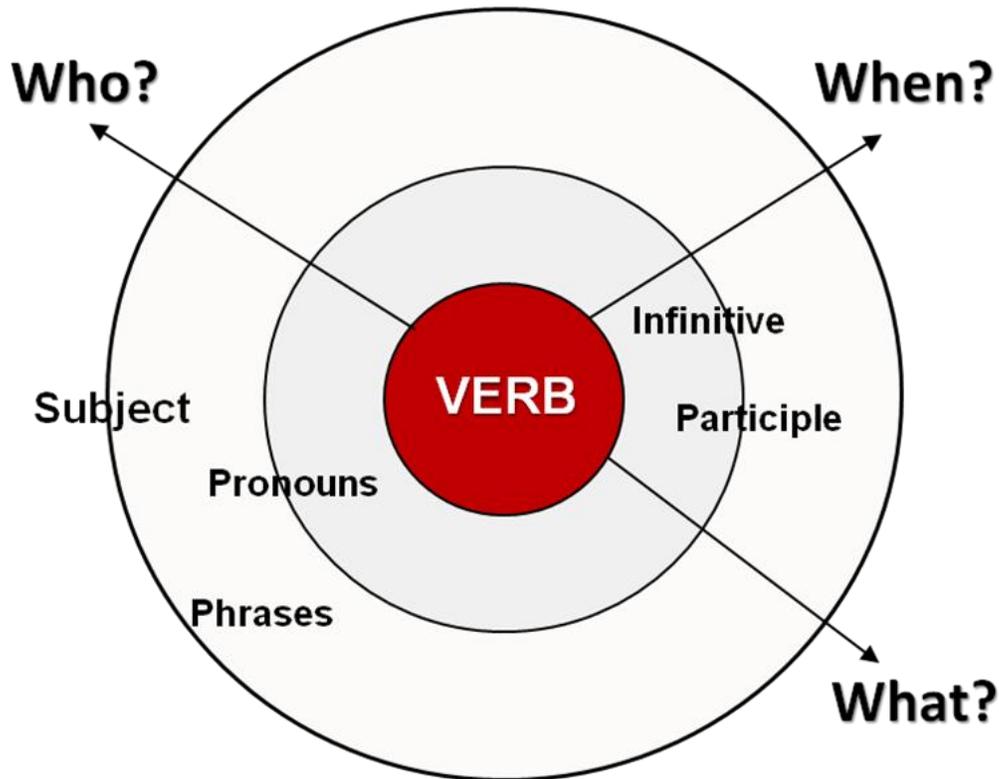
Listening Activity – The Worm

1. A piece of white construction paper cut into three pieces lengthwise. You will only need one of those pieces to make your worm.
2. Fold the paper accordion style into 7 sections.
3. The first section of the paper cut so that it forms a point.
4. The last section of the paper cut out a triangular shape.
5. Color the first section blue, the second section red, the third section orange, the fourth section pink, the fifth section green, the sixth section yellow, and the last section black.
6. Color two dots in the first section to represent the worm's eyes.
7. Punch a hole at the tip of the first section and attach a string.
8. Pull the string, and you have a wiggly worm.



Adapted from Michael Braun, Western Michigan University

Reading Activity - Bullseye Reading



1. Find the verb. This includes infinitives.
2. Determine the meaning of the verb. From the ending of the verb, you can then determine the subject and tense.
3. Look to the left and right of the verb for objects, infinitives and participles. Students need to be aware of the infinitive and participle endings and the objects in the target language.
4. Ask the question "What?" Look for the answer in the text, and it should make sense.
5. Now look for details that can be added. Scan the sentence to see if you know the meaning of any additional words or phrases. Especially note any cognates.
6. Then, if necessary, look up any additional words that may be repeated or seem interesting.
7. Repeat the process for each sentence.
8. Summarize the gist of the paragraph.

Interpretive Communication Mode



Listening Activities

-Describe the Drawing

Students are put into pairs, with one student having his back to the screen. The teacher places a drawing on the overhead. The student facing the screen needs to describe the drawing in the target language as his/her partner draws. Each pair is trying to copy the picture on the overhead as closely as possible. The teacher then changes drawings, and the partners reverse roles.

-Touch Blue Not On You

As a class, tell students to find various objects in the classroom by giving a specific number of steps; for example: Take five steps and touch blue, but not on you. You can use this with colors, classroom objects, shapes etc. As an extension, you can tell the students which direction to take the steps in.

-Where Are You?

Give each student a grid with advanced students having more grid spaces. In each space, put a previously learned vocabulary word. The students will need to label the grid north-south-east-west before they begin the game. Review the vocabulary with the students prior to letting them play. In partners, students have a manila folder to form a mini-wall. Students sit facing each other but, because of the folder, they can't see their partner's paper. Give each student an object to move on the grid, plus an extra one that they will hide. The game begins with the tallest person placing the object somewhere on the grid without their partner seeing where. This person then tells the partner how many spaces and in what direction to move, such as two south, and moves his object as well until he finally arrives at the pre-chosen spot and asks, "Where are you?"

-Partner Simon Says

After you have introduced the new vocabulary using TPR and have practiced it as a whole class, turn the practice over to the students! With a partner, one student says the word and the other does the action. Then, they switch roles.

-Act It Out

As the teacher reads a story, students perform actions that go along with the story. As a grammar extension, students can clap for all of the verbs that they hear.



-Number the Illustrations

Students receive a sheet with simple illustrations for a story. These illustrations are out of order. The teacher reads the story holding up a card with #1 written on it. The students listen and scan the illustrations to find the one matching what they are hearing. When identified, students write #1 on that illustration. The teacher keeps reading and simply holds up #2 when she starts to read that section of the story. Students continue to hunt for the matching illustrations; and so on to the end of the story.



Reading Activities

-Vocabulary Concept Chain

As students read a paragraph, they determine the main idea of the paragraph. They then form a chain of important words or phrases from the paragraph around the main idea. The object is to determine the main idea of each paragraph and then supply the important details.

-Story Hand

Use a graphic organizer of a hand to summarize the story. On the thumb, write the setting of the story. On the second finger, write the main characters found in the story. On the middle finger, write the problem encountered in the story. On the ring finger, write the solution, and on the little finger write the main theme of the

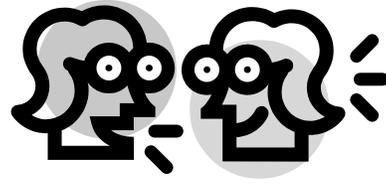
-Somebody Wanted But So

After students read a story, they work alone, in pairs or in groups to fill in the Somebody Wanted But So chart: who the someone in the story is, what he or she wanted, but what happened that created a problem, and so how the problem was resolved.

-Say Something

Students read a short text, stopping occasionally to discuss the text with a partner. The students must do one of the following:

- make a prediction. (You can say what you think may happen next.)
- ask a question. (If you don't know a word, don't understand a sentence or are confused about what is happening, then ask a question.)
- make a comment. (You can make a comment about what you like or dislike, what you think is interesting, what you think about what is happening.)
- make a connection. (You can say, "This remember when...." "This story is like...." This person makes me think of....")

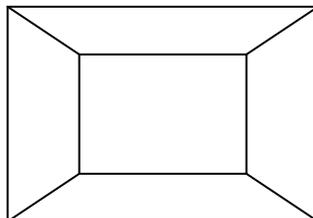


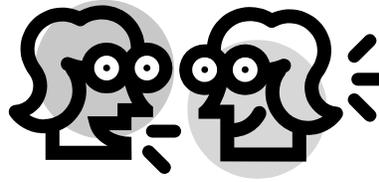
Interpersonal Communication Mode

Interpersonal Communication Is NOT	Interpersonal Communication Is
Memorized dialogs	Spontaneous and unpredictable
Turn taking	Maintaining a conversation by following-up and reacting to show interest and understanding.
Talking to the teacher	Eye contact, gestures, face-to-face
Interviewer asking all the questions	Helping each other by supplying words, finishing sentences/thoughts
Use of bilingual dictionary	Use of circumlocution
One-way communication	An exchange of information, ideas, and opinions
Overly concerned about accuracy before speaking	Focusing on the message

Four of a Kind

This activity is designed to discover likenesses and differences among classmates. Divide students into groups of four. Each student needs a marker of a different color, and a large piece of newspaper. One member of the will draw the diagram. Students need to discuss and find four things they all like or all dislike. These things need to be written in the center square. Then each student needs to find four things about him/her that are different from the other members of the group. These need to be written in his/her section of the diagram. At the completion of this activity, each group may present its findings.





Interpersonal Activities

-Talking Tokens

Students are each given two or three tokens that they must use during the class period. I propose a topic for discussion. It can be as simple as family or as difficult as environmental issues. Every time a student shares, he/she must give up a token. After all tokens are gone, the student can no longer talk. To receive full participation points, the student must get rid of all of his/her tokens.

-Inside-Outside Circle

This activity is a great way for students to exchange information. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. The teacher gives a topic and each student must make a comment on that topic, or the teacher asks a question and each student must answer that question. After 10 seconds, the teacher calls change, and the outer circle moves one person to the right.

-Six by Six

Students work in groups or pairs. Each group needs a grid of topics and a pair of dice. One person rolls the dice. The numbers represent the coordinates on the grid. The student has to talk about the topic in the square where the coordinates intersect. If the student can talk successfully about the topic, he or she gets to initial that square. The winner is the first person to get six squares in a row.

-Survey

Each student receives a different question. The student must translate the question, have the teacher check the translation, ask the question to other class members, record responses, tabulate the responses, and create a graph illustrating the survey results. The student may then give an oral report on the survey results in the target language. This activity is very effective with different verb tenses and at all levels.

- What did you do last night?
- What did you eat yesterday for lunch?
- What subject did you study last night?

-Question and Answer

Give each student a question on a piece of paper. Students ask someone else their question. After asking and answering their questions, partners exchange questions and find a new partner to ask/answer questions.

-Partner Activity

The goal is to keep the conversation going on a single topic. Partners have an envelope of questions to pull out when they get stuck. At the end of the time limit, the student wants to be the partner who pulled out the fewest questions.

-I Need _____

The partner pulls a word out of an envelope and says “I need something.” and proceeds to describe it without using the word itself until the partner says, “Oh, you need _____.”

-Hot Potato Conversation

Divide into groups of four to five students. Give each group a ball. One person begins the conversation by making a comment or asking a question. He/she throws the ball to someone else who must carry on the conversation by making a related comment or asking a question. Continue to each player. You’re out if you can’t think of anything to add or a question.

-Real Reactions

Provide students with words, phrases, they can use to react to what other people say. This can be done via a word of the day or week. These can be featured in “Get Real” overhead to remind the students to use the reactions in their conversations with partners, etc. See the list below of reaction words/phrases that help students build real conversations.

Really?	No kidding!	That surprises me!
That’s incredible!	Absolutely!	Oh, my goodness!
That’s not possible!	What do you mean?	I don’t understand.
What?	No way!	You know...
Exactly!	Not at all!	I know what you mean.
Listen...	Yes, but...	Tell me more

-Conversation Karate

Conversation Karate is an idea to motivate students to initiate conversations in the target language with the teacher. The objective is to reach the black belt level Students draw a square with 16 boxes: 4 rows with 4 boxes each. The students need to complete four boxes in each row to earn a belt. To complete the boxes, students need to do the following:

- Level 1 white belt answer 3 simple questions (total of 12 different questions)
- Level 2 blue belt answer 3 more difficult questions (total 12 questions)
- Level 3 red belt talk about different topics: school, sports, family
(total of 4 different topics)
- Level 4 black belt hold a conversation in 4 different situations such as talking
about what you are going to do with a friend after school

Points can be given for a grade, or this activity can be done for extra credit points or incentives such as a free homework pass etc. upon the completion of each belt.

Conversations are initiated outside of class.



Conversation Karate

Level 1			
Level 2			
Level 3			
Level 4			

Initiate a conversation with your teacher outside of class only. Upon completion of the task, your teacher will initial a square. After you complete four squares, you will receive the belt for that level. The objective is to reach the black belt level. You are to complete the following tasks for each level:

Level 1 white belt answer 3 questions per box
Level 2 blue belt answer 3 more difficult questions per box
Level 3 red belt talk on a specific topic
Level 4 black belt hold a conversation in a particular situation

Your teacher will let you know the incentives for each level.

SIX BY SIX

	1	2	3	4	5	6
1	What did you do on Friday night?	What did you do for your birthday?	What is your favorite restaurant?	What movie did you see recently?	Tell me about a funny dream you had.	What kind of job would you like for the summer?
2	What is happening in the news?	What is your favorite place in _____?	Tell me about a family member you like.	Where do you like to shop for clothes?	What languages would you like to learn?	What is your favorite day of the week?
3	Where would you like to live someday?	What do you do to help around the house?	What holiday is your favorite?	Tell me about a book you have read.	How long have you lived in _____?	What is your favorite food?
4	Tell me about a party you attended.	Tell me about a time you got lost.	Are you artistic?	What do you like to cook?	How many hours of sleep do you get a night?	Who would you like to hear in concert?
5	What is your idea of a perfect weekend?	Where would you like to go on vacation?	Describe what the weather is like in _____ during the year.	What characteristics are important in a friend?	Tell me about a class you really enjoyed.	What sports do you like to watch?
6	What do you do to relax?	Why do some people refuse to have a computer at home?	Tell me about a person you admire.	Explain how your family celebrates birthdays.	What do you do to stay in shape?	What do you plan to do after high school?

Presentational Communication Mode

Presentational Communication Is NOT	Presentational Communication IS
Negotiated communication	One-way communication (requiring a higher degree of accuracy)
Random	Practiced, rehearsed, polished, edited (often using a script, rough draft)
Unplanned	Organized
Speaking or writing in a vacuum	An awareness of an audience
Reliance on circumlocution	Use of a dictionary
Just talking or writing for the teacher	Maintaining attention of the intended audience

Speaking Activity – Skit-in-a-Bag

Students are divided into groups of three or four. Each group is given a bag filled with 5 different articles such as a cup, a pencil, a book, a picture, and a Kleenex. The students are given 10 minutes to prepare a skit in the target language using all of the objects. Groups then take turns performing their skits. Another idea is to give the groups different objects in each bag.



Writing Activity – Create Your Own TPRS Story

After the teacher presents several TPRS stories and students become familiar with the format, the teacher divides the students into groups and has them write their own TPRS story. The teacher provides the vocabulary that the students need to include in their stories. Students are encouraged to write silly stories, the more bizarre the better. The students then write the stories and present them to the class. In fact, the students become the teacher.

Presentational Communication Activities

Speaking Activities

-High School “Show and Tell”

This is an excellent communicative activity for the beginning of the year. It works very well in second, third, and even fourth year classes. Students bring things to share with the class. They talk for a set amount of time such as two or three minutes or a designated number of sentences. To aid class comprehension, students may write on the board any new words. Other students are held accountable by being required to take notes or a quiz that is given at the end of the presentations. I do this activity once a week for five weeks. Students learn about each other as well as learning some practical language as they practice speaking. I also learn a great deal about my students which makes it much easier to develop relationships with them.

1. What’s in a bag? Students bring five objects that represent them.
2. Family presentation – Students bring a picture of their family or a made up family and tell about them.
3. Adjectives – Students draw pictures of different emotions and then describe when they feel these emotions.
4. Can you guess? Students give clues, and their classmates guess what object they have in their sack.
5. My favorite place – Students bring a picture of their favorite place and describe where it is and why it is their favorite.

-News

At the beginning of the hour, I give students the opportunity to share with the class any news. This news may be about the student, the school, the state, the United States, or the world. They cannot share gossip or anything that is negative about another student. For a six week period, I grade as follows:

- A – share 10 times
- B – share 8 times
- C – share 6 times
- D – share 4 times

This is a fun activity that encourages communication.



Two-Minute Presentation

1. Students decide on a topic of interest they would like to present to the class. The topic must be approved by the teacher.
2. Students then research the topic using books, magazines, interviews, or the internet.
3. Students prepare for the presentation by using notecards or a poster. Students may dress for the presentation or use any audio visual materials to aid their presentations.
4. Students need to begin the presentation with an attention getter and end with a clincher statement. They also need to involve the class in some way.

The presentation will be assessed as follows:

- **Preparation** - Were you ready? Was the length of your presentation two minutes?
- **Information** - Was the topic well researched? Were the students able to understand the target language?
- **Visuals** - Did visuals help the audience to better understand the information?
- **Affect** - Did the presenter make eye contact and speak loudly enough for everyone to hear?
- **Creativity** - Did the presenter find a way to get the audiences' attention and keep it through creative means? Was the class involved?

Preparation

- Ready 5
- Two Minutes 5

Information

- Well researched 5
- Understandable 10

Visuals

- Aid understanding 5

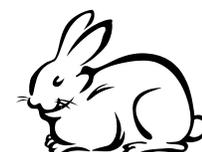
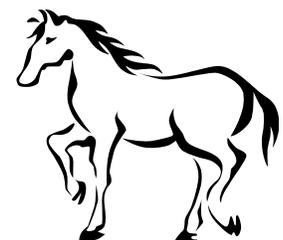
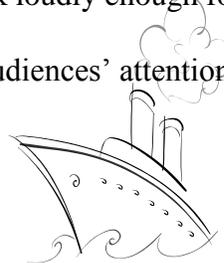
Affect

- Eye contact 5
- Volume and Articulation 5

Creativity

- Attention Getter 5
- Class Involvement 5

Total Points: 50



-Famous Person Press Conference

Research the life of a famous person from the target culture. Prepare at least 10 questions and the answers to those questions. The questions should be about his/her life, accomplishments, obstacles and importance. On the day of the press conference, the students dress up as their famous person. They then distribute the prepared questions to the class. As the class asks questions about the person, the student gives the prepared answers. A notecard may be used.

-Really Awesome Rap

Individually, or in groups, students write and perform a rap which incorporates specific vocabulary or grammatical concept.

Writing Activities

-Individual Animal Storybooks

The students create storybooks about an animal of their choosing and write about a day in the life of their animal. Students are asked to talk about the animal’s home, family, favorite foods, and favorite activities. After students complete their rough drafts, they peer edit the rough drafts in groups of three. After two students check their rough draft in their groups for content and grammar, the teacher checks them. Students rework their drafts and put them into storybook form. Once the final product is illustrated and completed, they go back into their peer editing groups and practice reading the storybooks. Finally, they can present their storybooks to an elementary class and put them on display in the school library.

-It’s all in the Picture

Students work in groups of three or four for this activity. Display a painting of a place or a person. Give each group a chart to complete related to the painting (see sample chart below). The group identifies five objects in the painting and then details the objects across the chart. After they complete the chart, each person in the group or the group together writes a detailed description of the painting.

Name of Painting

Objects	Colors	Shapes and Patterns, Material	Location

-Picture Story

Organize pictures from magazines into four categories: People, Places, Things, Activities. Students work in pairs or groups of three or four. They select a picture from each category and then create a story.

-Word Splash

On an overhead transparency, place a variety of words related to one theme. Students must write about the theme using all the words in the Word Splash

Speaking and Writing Activities

COUNTRY RESEARCH PROJECT

Choose a target country to research. Complete the country sheet with the information indicated. Include a bibliography of at least three sources. Write eight sentences (2nd year level) about the important aspects of your country.

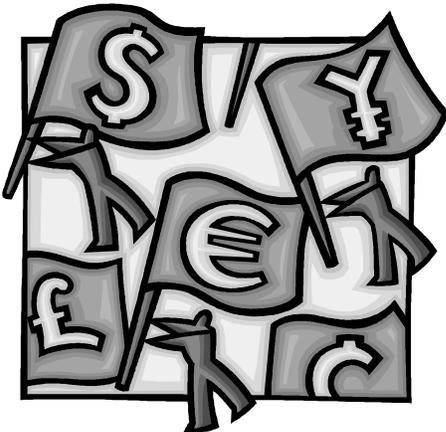
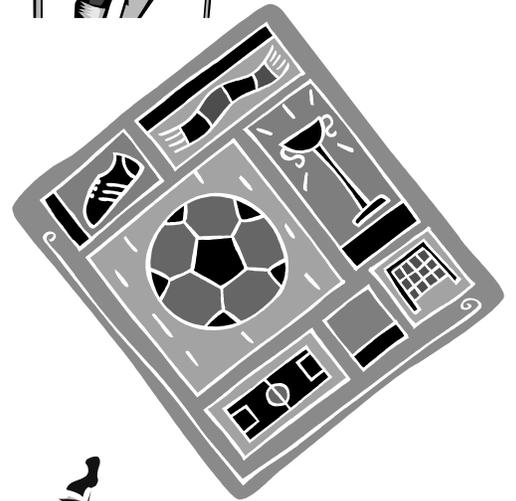
Choose one or a combination of the following ways to present your country to the class:

- diary
- power point presentation
- game with a game board and questions
- interview
- compare and contrast two countries
- poster - charts - graphs
- mural
- brochure of the country
- A - Z presentation



Your presentation must include the following:

- places of interest
- currency
- food
- holidays
- sports
- people - clothing, education, occupations
- traditions
- souvenirs
- uniqueness
- history
- five sentences in Spanish



-Food Person

Create a food person using different foods for the various body parts. Students need to label the body parts and types of food. They then need to write a story answering the following questions:

1. Where is he/she from?
2. What is his/her favorite color?
3. How old is he/she?
4. What is his/her telephone number?
5. When is his/her birthday?
6. Does he/she speak the target language at home?
7. What is his/her favorite day and why?
8. What is his/her favorite weather?
9. Who is in his /her family?
10. What does he/she like to do?

More information can be required or made more difficult depending on the level of the students.

-Commercials

Students are divided into groups of three. Each group is given three items that they must use in their commercial; one of those items is the one that they wish to sell. The students need to write a commercial and then present that commercial to the class. An extension of this activity is to provide a box of junk for the students. They then must create an item from the box of junk. They determine what the item is, what its function is and what its value is. Then they create a commercial trying to sell that item to the other members of the class. This extension is for higher level students because it forces them to use creative and critical thinking.

-Fairy Tale Plays

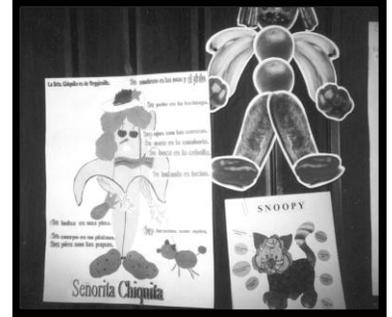
Divide students into groups. The students then select a fairy tale that they would like to make into a play. They write the dialog for the characters, create the set, gather props, and make costumes. They practice their play and finally present it to the class. These plays are great to present to younger students or for parents' night.



Food Person

Create a food person using different foods for the various body parts. Students need to label the body parts and types of food. They then need to write a story in the target language answering the following questions:

1. Where is he/she from?
2. What is his/her favorite color?
3. How old is he/she?
4. What is his/her telephone number?
5. When is his/her birthday?
6. Does he/she speak the target language at home?
7. What is his/her favorite day and why?
8. What is his/her favorite weather?
9. Who is in his /her family?
10. What does he/she like to do?



More information can be required or made more difficult depending on the level of the students.

Food Person (Rubric)

Name _____

_____ Sentences

_____ 10 sentences (5)

_____ 2nd year level (5)

_____ grammatically correct (10)

_____ Person

_____ 10 food/body (5)

_____ labeled English and target language (5)

_____ person (creative and well done)(10)

_____ Presentation

_____ memorized (10)

_____ few notes (8)

_____ read (6)

_____ Total points

