



**Games to Develop Language Skills**

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**Games encourage active learning**

- Play allows intense involvement.
- Language games promote communication.
- Problem solving sparks creativity.
- Games rules provide structure.
- Objectives motivate learners.
- Winning provides gratification and pride.
- Outcomes and feedback provide learning.
- Games can be adapted to different learners.
- Games are fun, entertaining, pleasurable.

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**Bingo with numbers**

23	41	7	15	67
33	18	36	90	7
52	0	FREE	76	25
14	99	60	13	88
64	58	83	21	46

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**Bingo with letters of the alphabet**

M	K	Q	P	I
U	B	C	1	T
E	Z	A	S	X
G	F	J	D	K
L	V	N	Y	R

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**Bingo with words**  
Long vowel sounds with 2 vowel letters

say	road	tea	bee	zoo
broom	peach	pie	jail	days
green	rain	coat	tie	speak
plays	soap	clean	pool	cheat
die	wait	moon	sheep	roast

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**Bingo Basics**

- Bingo cards/sheets:**
  - Ready-made
  - Teacher-made
  - Student-made
- Bingo markers:**
  - Pennies
  - Bits of colored paper
  - Beans

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**Beginning Phonics Bingo**

Booth 216



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**Intermediate Phonics Bingo**



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**Advanced Phonics Bingo**

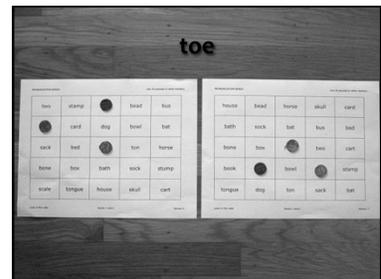
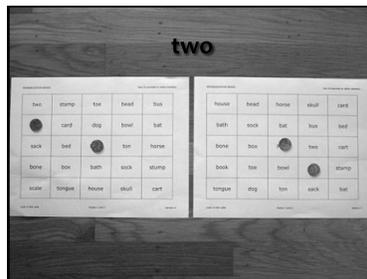
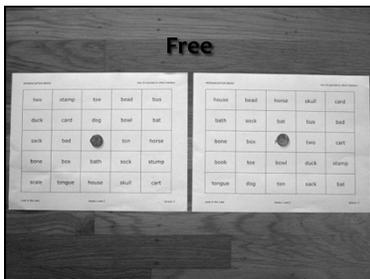
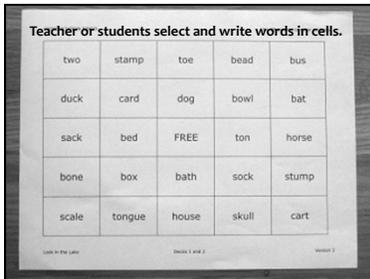
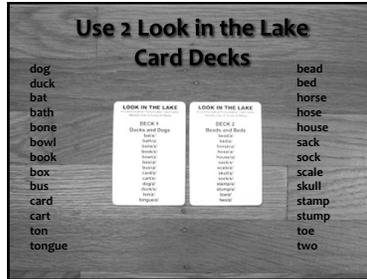
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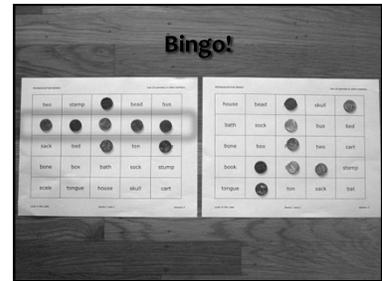
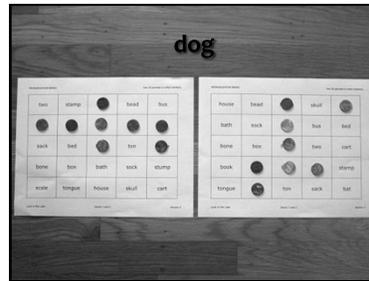
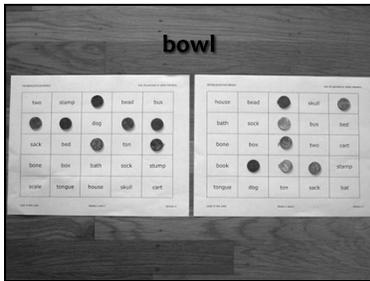
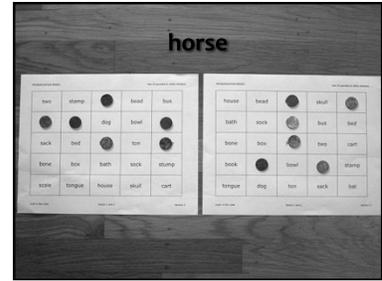
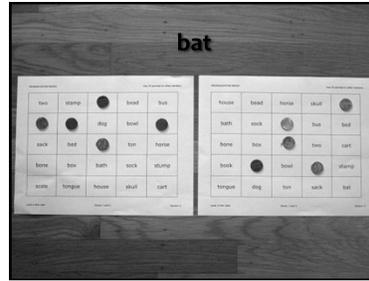
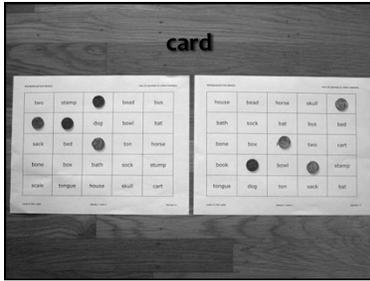
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catsup*	draught*	psalm*	skunk*	zing*	corps*
yacht*	licorice*	canyon	smooth*	psalm*	sword*
answer*	ocean*	sugar*	sure*	muscle*	solemn*
receipt*	Wednesday*	khaki*	cologne*	debt*	soggar*
listen*	two*	whole*	tongue*	aisle*	raspberry*

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LOOK	IN	THE	LAKE	BINGO
A	PRONUNCIATION	GAME	FOR	ALL
LEVELS OF	ENGLISH	LANGUAGE	LEARNERS	USING
LOOK	IN THE	LAKE	PRONUNCIATION	CARDS
BY	MARSHA	CHAN	SUNBURST	MEDIA

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### Bingo Variations

- Calling cards to cell ratio: 1:1, 2:1, 3:1, 4:1
- Students have same words vs. different words.
- Students hear more chances vs. fewer chances.
- Students hear more words vs. fewer words.
- Game ends sooner vs. lasts longer.

**Caller**

- Teacher calls; all students listen and play.
- 1 student calls; remaining students play T circulates & monitors.

**Students play in groups.**

- 1 student calls; remaining students play.
- Each student calls in turn; remaining students play.
- Each student asks in turn, "How do you spell the word \_\_\_?" Remaining students spell & play.

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### I Spy with My Little Eye

- This is a guessing game. One person starts by choosing an object (for example, a cup) that s/he sees and tells the beginning letter (e.g., C)
- The other players look around the room or yard-everywhere. They take turns guessing what it is.
- The person who guesses correctly gets to choose the next object.



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### I Spy Example

- Player 1: I spy with my little eye, something beginning with a C.
- Player 2: Is it a car?
- Player 1: No, it isn't a car.
- Player 3: Is it a cloud?
- Player 1: No, it isn't a cloud.
- Player 4: Is it a cup?
- Player 1: Yes, it's a cup. Now it's your turn!

From English for Child Care, by Brems, Chan, Rosner (Sunburst Media 2010)

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### I Spy Example Language analysis

- Player 1: I spy with my little eye, something beginning with a C.
  - Formalistic language. Phonemic awareness.
- Player 2: Is it a car?
  - Yes-no question formation, vocabulary concept + word
- Player 1: No, it isn't a car.
  - Negative sentence construction
- Player 3: Is it a cloud?
  - Yes-no question formation, vocabulary
- Player 1: No, it isn't a cloud.
  - Negative sentence construction, repetition
- Player 4: Is it a cup?
  - Yes-no question formation, pattern practice
- Player 1: Yes, it's a cup. Now it's your turn!
  - Affirmative sentence construction, turn-taking

From English for Child Care, by Brems, Chan, Rosner (Sunburst Media 2010)

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### Simon Says

- This game practices listening and following directions.
- If you don't follow directions correctly, you are out.
- Everybody stands up.
- One person is the leader, it.
- All of the players stand in a line about 10 to 20 feet away facing it.
- When it says "Simon says" + a command, players must follow that direction.



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### Simon Says Example

- It: "Simon says, Take two steps forward."
  - Players take two steps forward.
- It: "Take two steps forward."
  - Players should not move. If you move, you are out. If you don't take two steps forward, you can continue playing.
- Play until one player is left. You're the winner! You become it for the next round.

English for Child Care, by Brems, Chan, Rosner (Sunburst Media 2010)

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### Simon Says types of commands

General

- Take three steps forward.
- Put your hands on your head.
- Stand on one foot.
- Raise your right hand.
- Turn around one time.



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### Simon Says types of commands

Daily Activities

- Brush your teeth.
- Wash your hands.
- Comb your hair.
- Make dinner.
- Walk the dog.



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### Simon Says types of commands

Child care

- Change a diaper.
- Feed the toddler.
- Give the baby a bath.
- Rock the baby to sleep.
- Put the toys away in the chest.



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### Simon Says types of commands

Clothing

- Point to your pants.
- Put on your vest.
- Take off your shoes.
- Pick up the brown purse.
- Put your glasses in your pocket.

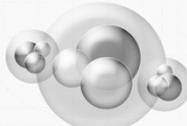


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### Pronunciation Cards to Form Groups

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### Look in the Lake

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## Look in the Lake Communicative Pronunciation Card Games

**Focus:** Words with similar pronunciations, plural endings /s/, /z/, /iz/, and communicative language. Card game of perception, production, and polite communication. Information gap requires attentive listening and accurate pronunciation.

**Level:** Intermediate to Advanced (with variations to include Beginners). Prior exposure to and practice with vocabulary on the list is helpful.

**Preparation:** Prepare a list of 13 countable nouns including groups of two to four words with similar pronunciations. Draw a picture of each vocabulary item (e.g., bone, bowl; pan, van, fan). Copy them onto card stock and prepare sufficient number of decks of 13 x 4 such cards for your class. Alternatively, procure ready-made *Look in the Lake Communicative Pronunciation Cards* (10 decks of 13 x 4 cards). Divide the class into groups of 3 to 5 players. Prepare a language sheet with basic questions and answers, language for turn-taking, repetition, giving and receiving thanks (or use the one from *Look in the Lake*). Give each group a deck of 13 x 4 picture cards and a Language Sheet, and have one player deal five cards to each player.

**How to play** (abbreviated directions): The object of the game is to collect the most sets of four of the same picture card. Have a player, using the prescribed language, ask an opponent for cards matching one the player holds. Have the opponent listen carefully and respond with appropriate language. If the asking player gets what s/he asked for, s/he asks another opponent in succession until getting a negative response, at which time s/he verbalizes that it's now the turn of the player on the left. The game continues until all sets are collected through asking and answering in complete sentences (oral only – no nonverbal language). The winner is the player with the most sets.

## Pronunciation Bingo

**Focus:** Words with similar pronunciations. Individual board game of perception, minimal production.

**Level:** Beginning to Advanced. Prior exposure to and practice with vocabulary on the list is helpful.

**Preparation:** Hand out blank cards with 5x5 (or 3x3) grids, or have students create them on paper. Give students a list of words and have them write each word in a grid. Two *Look in the Lake Pronunciation Card Decks* containing 26 words work very well. For a 25-word Bingo card, students use all but one word, or two if a FREE space is allowed. Alternatively, create and distribute a different bingo card for each player in the class. Prepare small squares of paper, pennies, or other markers - enough for the whole class.

**How to play:** Using the *Look in the Lake Pronunciation Cards*, draw out one card in random order and call it out. Place that card in the “called” pile. (Otherwise, read from a list and check off the words.) Ask players to place a marker next to the word they hear. When a player completes a horizontal, vertical, or diagonal line of markers, s/he should shout *Bingo!* Ask this player to read back the words in the line that they have completed to see if these words are among the ones that you have read out. If so, this player is the first winner. Continue more rounds to find a second and third winner.

**Variations:** Divide the class into four groups. Designate one student as the Caller of each group. Give each Caller a stack of *Look in the Lake Pronunciation Cards* corresponding to the 26 on the list. (There are four of each card; hence, 4 groups.) Have each Caller draw and call out words one by one, then place the card face down in the “called” pile. When a player shouts *Bingo!* have this player read back the words while the Caller checks.

## Using Pronunciation Cards to Form Groups

### Activity Objectives

- As an ice breaker, to meet and greet
- To find partners or group members as a prelude to another interactive learning task

### Speaking-Pronunciation-Listening Objectives

- To pronounce the word on your card clearly
- To practice vocabulary and sentence patterns
- To listen and recognize words aurally
- To practice greetings and closings

### Preparation

Consider the interactive learning task that students are going to do next, and decide whether that task is to be done in groups of 2, 3, or 4 students.

Use **Look in the Lake Pronunciation Cards** or another deck with 4 cards x 13 different pictures of regular count nouns<sup>1</sup>. Prepare the requisite number of cards. Example: There are 24 students<sup>2</sup>.

- For pairs, choose 2 each of 12 different picture cards.
- For groups of 3, choose 3 each of 8 different picture cards.
- For groups of 4, choose 4 each of 6 different picture cards.

Depending on the language proficiency of your students, the language points that you want to reinforce, and/or the current theme, determine the language patterns to practice during this activity. Sample dialog patterns using *to have*:

Novice	Intermediate	Advanced
A: Hello, Mary. I have <u>a sack</u> .	A: Hello, I'm John. I have <u>a dog</u> . Do you have <u>a dog</u> ?	A: Excuse me, Mary <sup>3</sup> . My name's John. I have <u>a bus</u> . You don't have <u>a bus</u> , do you? ↗
B: Hi, John. I have <u>a bed</u> .	B: Hi, John. I'm Mary. No, I'm sorry, John. I don't have <u>a dog</u> . I have <u>a duck</u> . We aren't partners.	B: Sorry to disappoint you, John. I don't have <u>a bus</u> . I have <u>a box</u> . <u>A box</u> isn't the same as <u>a bus</u> , is it? ↘
A&B: Different! Bye-bye!	A: Okay. Let's keep looking. Good-bye.	A: No, <u>a box</u> is very different from <u>a bus</u> . We'd better keep looking until we find our partners.
-OR-	B: See you later.	B: That's right. I hope to see you again later.
B: Hi, John. I have <u>a sack</u> , too.	-OR-	-OR-
A&B: Good. Two <u>sacks</u> ! The same! Partners!	B: Hi, John. I'm Mary. Yes, I have <u>a dog</u> . We have two <u>dogs</u> . We're partners!	B: Nice to meet you, Mary. Why, yes, John, I indeed have <u>a bus</u> . So far we have two <u>buses</u> . Who else has <u>a bus</u> ? Let's find another partner.

<sup>1</sup> A regular count noun has a singular form and a plural form ending in -s or -es. Examples: a book, books; a bear, bears, a box, boxes.

<sup>2</sup> If there are more than 52 students, use more than one deck of cards.

<sup>3</sup> If participants have name tags or are familiar with each other, they can call each others' names.

## Presentation

Display the model sentence patterns<sup>4</sup>, and have students practice saying the models. Focus on language points: pronunciation (duck-dog), plural endings (duck/s/, dog/z/, box/tz/), contractions (I'm, we're), linking (have\_a), and phrase stress (I have a BED), intonation (Hi ↘ John ↗). Lead choral practice and pair practice. Substitute other count nouns for the underlined words.

Mix the cards you prepared. Give one card to each student. Tell the students not to show their cards. Tell them to stand up, circulate, and ask and answer each other until they find all group members<sup>5</sup>, show their cards to ensure they “belong” together, and then sit together for the next learning activity.

## Sample directions to students

Look at your card, and then hide it. Stand up. Walk around. Introduce yourself. Tell and ask. Listen and answer. Don't show your card unless you match. Don't spell your word. Don't translate your word into another language. Don't use gestures to demonstrate the meaning. Speak clearly and listen carefully. If you and a classmate have the same cards, you are partners. Sit together.

## Additional useful language

As students circulate, they may find sentences like these useful:

Please repeat that.	Thank you for asking.
Excuse me, could you repeat that?	Thank you for your time.
Would you say that again, please?	You're welcome.
Did you say <i>bears</i> or <i>pears</i> ?	No problem.

## More variations

In addition to a greeting and a closing, use other language structure variations such as these:

<i>to be</i>	<i>there is/there are; yours, mine</i>
A: I'm a duck. Are you a duck?	A: There's a frog on my card. Is there a frog on yours?
B: No, I'm not a duck. We're not partners.	B: No, there isn't a frog on mine. There's a dress on mine. They don't match.
C: I'm a dog. Are you a dog?	C: There's flag on my card. Is there a flag on yours?
D: Yes, I'm a dog, and you're a dog. We're both dogs. We're partners!	D: Yes, there's a flag on mine, and there's a flag on yours. There are flags on both cards. We're partners!

<sup>4</sup> Write the model dialog on board or flip chart, or prepare digitally and project on screen.

<sup>5</sup> You may tell the students how many partners are in each group.