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GAMES & ACTIVITIES
FOR MEXICAN CONTEXTS.

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JORGE TORRES ALMAZÁN
EDITOR



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I Teach: Games & Activities for Mexican Contexts

Jorge Torres Almazán
Editor

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Jorge Torres, Editor

MEXTESOL ®, the Mexican Association of Teachers of English, A.C. is pleased to make available this collection of selected contributions sent by fellow teachers from different states in Mexico.

I Teach: Games & Activities for Mexican Contexts volume 1 is published in two separate issues, one per semester. It features ideas from more than 25 teachers who kindly share their expertise. It covers a variety of topics: board games, DIY activities, using devices, vocabulary & grammar reviews, skills tasks, and more.

Contributions showcase different viewpoints and provide us with a broad view of how activities are implemented in each city and state. It also shows that we have more in common with each other than we have differences.

We would like to thank MEXTESOL ® National Governing Board 2018-2019 for accepting this new member in the family, Victor Manuel II Arizabalo Navarro for the Cover design of this first publication, staff in the National office for their support in the administrative issues and, most importantly, teachers who sent in contributions.

We hope that many English language professionals benefit from the ideas presented in this publication.

Jorge Torres Almazán
Editor

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MEXTESOL's objectives:

Promote the professional development of English teachers.

Assist teachers in updating their teaching methodology and in expanding their repertoire of teaching techniques in all areas of ELT.

Promote research in the field of Applied Linguistics in English Language Teaching.

Disseminate, through its professional publications, the results of research and a discussion of classroom practices.

Create, through Academic Saturdays, and Regional and National Conventions, an ongoing forum for training and professional development in ELT.

In order to enhance the fulfillment of these objectives, we have created MEXTESOL Press and our first publication is ***I Teach: Games & Activities for Mexican Contexts***.

I Teach: Games & Activities for Mexican Contexts is a selection of activities used by teachers in Mexico every day. Our contributors are teachers from different states and contexts. This is a one-of-a-kind publication for several reasons:

- It is the first-ever publication by MEXTESOL Press.
- It gives a voice to all professionals teaching in Mexico.
- It also shares what is proven to engage and motivate Mexican students.

The activities shared in Vol. 1 issue 2 are useful to complement courses, give stand-alone lessons, reinforce grammar and skills, build community, or just to have fun.

***“The most valuable resource that all teachers have is each other.
Without collaboration our growth is limited to our own perspectives”***

Robert John Meehan

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1 Mingle-Mingle Sticks

Contributor: Victor Manuel II Arizabalo Navarro.

City & State in Mexico: Tampico, Tamaulipas, México.

Affiliation: The American School of Tampico

Name of game or activity: Mingle-Mingle Sticks

Level: Beginners (*Adaptable*)

Age: Teenagers and adults.

Description:

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). In this activity, students will be assigned a question depending on the colored stick they hold. These activities are effective because everybody can speak extensively in the target language.

Steps

1. The teacher tells students to stand up and come to the front, or any area where there is enough space to mingle.
2. The teacher lets the students pick ONE colored popsicle stick from a container.
3. On the board, the teacher will write (or project) some questions, which the students will discuss with their partner. (NOTE: The number of questions should match the number of different colors used in the popsicle sticks. For example, if the teacher writes (or projects) 5 questions, the popsicle sticks in the container should only be 5 different colors.)
4. Each student must pair up with another student who has a different color stick and ask the question depending on the color stick they have. Allow 2-3 minutes per question.
5. Teacher monitors the students.
6. When time is up, students exchange color sticks with their partner and find another partner with a different color.

7. Allow enough time for students to have a chance to rotate through all the questions.

8. After the allotted time, the students will go back to their places and the teacher will ask students randomly some of the questions on the board.

a. Sample questions [**STICK COLOR**]

- i. What's your full name? [**PURPLE**]
- ii. How old are you? [**RED**]
- iii. When is your birthday? [**GREEN**]
- iv. Where do you live? [**ORANGE**]
- v. What is your favorite food? [**BLUE**]
- vi. How many people are there in your family? [**YELLOW**]

Variation

- Questions can vary depending on target grammar and vocabulary, as well as CEFR level.
 - *Reflective questions*
 - Sample questions [**STICK COLOR**]
 - Reflect on your thinking, learning, and work this term. What are you most proud of? [**PURPLE**]
 - Where did you encounter struggle during this term, and what did you do to deal with it? [**RED**]
 - In what area do you feel you have improved in the most? [**GREEN**]
 - What advice would you give students who will be in this class next year? [**ORANGE**]



Suggestions for teachers:

- Provide maximum opportunity for students to speak the target language by offering a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Reduce teacher talking time in class while increasing student talking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract a student from his or her speech.
- Circulate around the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide beforehand the vocabulary that students need in speaking activities.

References:

Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.

Kayi - Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL). (2019). Retrieved August 2, 2019, from Iteslj.org website: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

2 Guess the drawing

Contributor: Dania Alejandra Lauterio Chávez.

City & State in Mexico Hermosillo, Sonora.

Name of game or activity Guess the drawing

Level A2

Age 12 +

Description

How our students learn is really important; oftentimes they want to learn in a different way, and sometimes it is not possible for the context that we are in. But this game is really easy to implement because you do not need too much material to make it possible.

For this game you can use mini whiteboards. Students can play it in pairs, teams or the whole group. This game requires students to use new English words or new vocabulary to guess what words are being drawn: they need to describe a picture, or even explain it using only English.

You can incorporate current spelling or vocabulary words that students are learning or have learned before, to make the game more relevant. For example, students could play focusing on animals, clothes, body parts, etc.

Steps

The teacher divides the group in teams or any other way they want it. In teams, a student will draw something related with the topic of the vocabulary seen. Another student will try to guess the name speaking only English; they can also give a description.

3 The walking Lotería!

Contributor: Norberto Maza Zepeda

City and State in Mexico: Tuxtla Gutiérrez, Chiapas. México

Name of game or activity: The Walking Lotería!

Level: Intermediate-Advanced (CEFR B1-C1)

Age: Teenagers, Young Adults and Adults.

Summary:

The teaching of the culture of a foreign language does not imply putting our own at risk; it allows achieving better communication. When students enter other cultures, they learn to know and value their own, as well as developing an awareness of the existence of cultural plurality. The teacher is considered a diffuser of culture, so he must be aware of his identity and his responsibility to disseminate regional, national and international culture.

Description:

Oral production. Learn the English language through Mexican culture specifically using a traditional iconic game to promote oral expression.

Steps and time:

Time: 1 hour 50 minutes

-Material and resources: Handout A, Flipchart paper (1 sheet per team, no more than 4-5 people per team), markers, scissors, images (optional).

1. To create the context of traditional Mexican games, prior to the class students are assigned to identify Mexican games and describe one.
2. In class as an introduction (warm up) students exchange information about the different games found as a whole group.

3. On the board, the teacher writes the names of the different cards that are used in the Mexican lottery game (in this case, we will use the ones most recognized by the teacher).
4. Students form teams of 4-5 people. Each team is assigned one of the names of the cards previously written on the board. Each team will represent a card (handout A).
5. Each team receives a sheet of flipchart paper and together they share markers for the creation of their living card.
6. The members of each team will represent the card assigned on the flipchart paper in the way they like (encourage them to use their creativity): they can also draw words related to the card to generate a better understanding of the concept. (Do not forget to draw your assigned card in the middle.) At the end, they must cut a circle on top of the bond paper so that one member represents the card in front of the group.
7. Card parade: Each team presents their card in front of the group. The teacher will appoint the people who describe the created cards to explain their meaning and the meaning of each related word. The main question is: How does your card represent the current Mexican society?
8. At random, the teacher asks students from all teams for participations answering the question: Why is the promotion of culture important in our society?

-The application of this activity has the intention to put the cultural competence on par with the communicative one, in such a way that the student obtains elements for the knowledge and the reflection of the culture.

Variation:

This activity can be done with different words or topics:

Include previous vocabulary to generate effective communication.

Create a Wordbank on the board while checking vocabulary questions.

Students can display the flipchart papers around the classroom and assign 2 people to present their representations while other students walk around and ask questions to create a written report.

References:

Images:

<https://www.pinterest.com/pin/1688918581382380/>

<https://www.pinterest.com/pin/477944579191248554/>

<https://www.pinterest.com/pin/407575834997199651/>

<https://www.pinterest.com/pin/407575834997199665/>

WORKSHEET

(Handout A)

Select one of the options below in groups of 4-5 people.



4 Verbs and chunks

Contributors: Bertha Sonia De Santiago Badillo & Gerardo Izquierdo Pérez

City & State in Mexico: San Juan del Río, Querétaro

Affiliation: Centenaria y Benemérita Escuela Normal del Estado de Querétaro

Name of game or activity: Verbs and chunks

Level: Beginner (CEFR A1)

Age: Teenagers, young adults and adults

Description:

Presentation of verbs and complements before teaching simple present tense.

Steps and time:

Students receive 60 pictures of verbs with the name of the corresponding activities below them (see worksheets). With the teacher, they check pronunciation (10 min).

Then, students underline the verbs (10 min).

Next, students cut the pictures and organize them in 4 categories: Routines, Obligations, Hobbies and Extras. For example: (10 min)

Routines: take a shower, brush your teeth, have breakfast, etc.

Obligations: Do homework, do the laundry, attend school, etc.

Hobbies: Play videogames, play soccer, do yoga, etc.

Extras (images that do not fit in the other categories): have a baby, live in an apartment, etc.

Students paste the pictures in their notebooks according to the categories mentioned above, they leave some space between pictures (20 min).

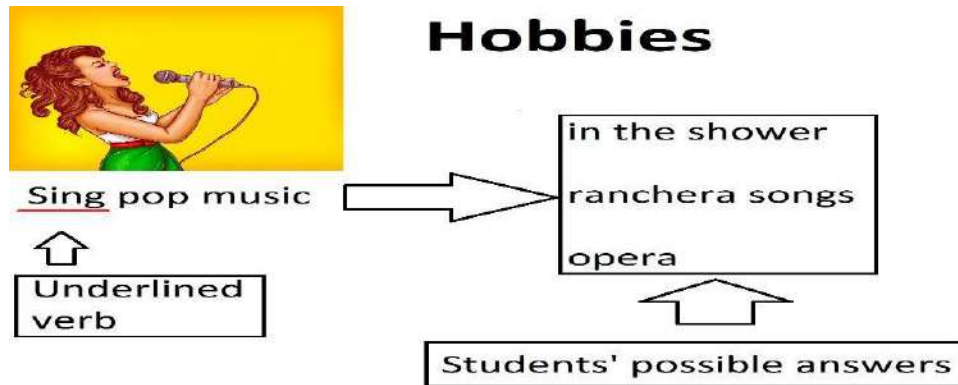
In teams of 3 to 4, students write 3 other possible complements for the underlined verbs (50 min). For example:

Item: Play video games - possible students' answers: Chess, Hockey, Music.

Item: Attend school - possible students' answers: a conference, extra classes, a concert.

The teacher monitors for possible errors and, at the end, s/he checks and provides feedback to the whole class. (20 min).

Final example:



NOTE: The expected complements are conditioned to the verb.

VARIATIONS

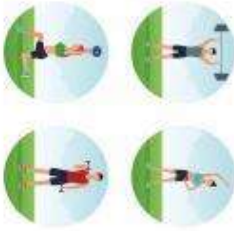
Teacher can change the number of items and the pictures in order to meet students' needs.

REFERENCE

<https://www.freepik.com/> look for the images for the worksheets. Images are for non-commercial use. Only for educational purposes.



Attend school



do exercise



Drive a car



Grow vegetables



brush my teeth



Do homework



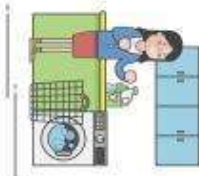
Eat lunch



Have a boyfriend



Chat with friends



do the laundry



Get dressed



Have a child



Cook dinner



Draw doodles



go shopping



Have a dog



Dance salsa



Drink beer



Go to parties



Have breakfast



Iron my clothes



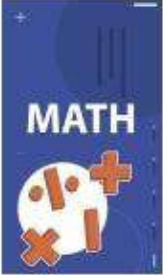
Paint graffiti



Read books



Send letters



Learn maths



Pay the rent



Rent an apartment



Shave my face



listen to pop music



Play football



ride a bicycle



Sing well



Live in a house



Play the guitar



Run in the park



sleep at night



make up



Play video games



Save money



smoke cigarettes



Speak Chinese



Spend time with your



Study for an exam



Surf the net



Sweep the floor



Swim in the ocean



Take a shower



Take photos



take the bus



Talk with friends



Teach maths



Travel to Mexico City



Visit a museum



Wake up early



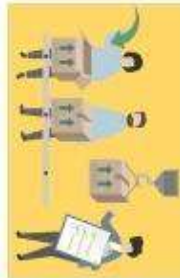
Watch TV



Wear a uniform



Wear glasses



Work in a factory



Work on the computer



Write a diary

5 Bingo-Home appliances version

Bingo – Home appliances version

Contributor: Martin Alejandro Vindiola Pacheco

City & State in Mexico: Hermosillo, Sonora

Name of the activity: Bingo – Home Appliances Version.

Level: A2

Age: 12+

Description:

The following activity helps students to learn the names of different home appliances, which is one of the topics that they see during their Middle School education.

This is a lottery game that consists of the teacher providing students with a small grid or board, which will contain 12 pictures of home appliances that most of the students have already seen before in their own houses or in their daily routines. You will need to create several different boards. The teacher will have cards with the home appliances and will start the game by saying their names out loud. Students should have 12 beans or small pebbles to put one on the picture of the home appliance that has been called out. Once a student's board has been filled with beans or pebbles, they will be the winner.

List of the home appliances that may appear on the game (the teacher may add or remove some of them if they wish so):

Television	Radio	DVD.	Telephone	Video games
Computer (PC)	Laptop	Refrigerator	Stove	Washing machine
Air conditioner	Blender	Boiler	Heater	Iron
Vaccum cleaner	Fan	Microwave	Toaster machine	Tablet
Shaver	Hair iron	Hair dryer	Mixer	Fryer
Dishwasher	Extractor Hood	Stereo	Dryer	Coffee maker

Steps:

The teacher organizes the classroom in smaller groups, from 5 to 8 students per group.

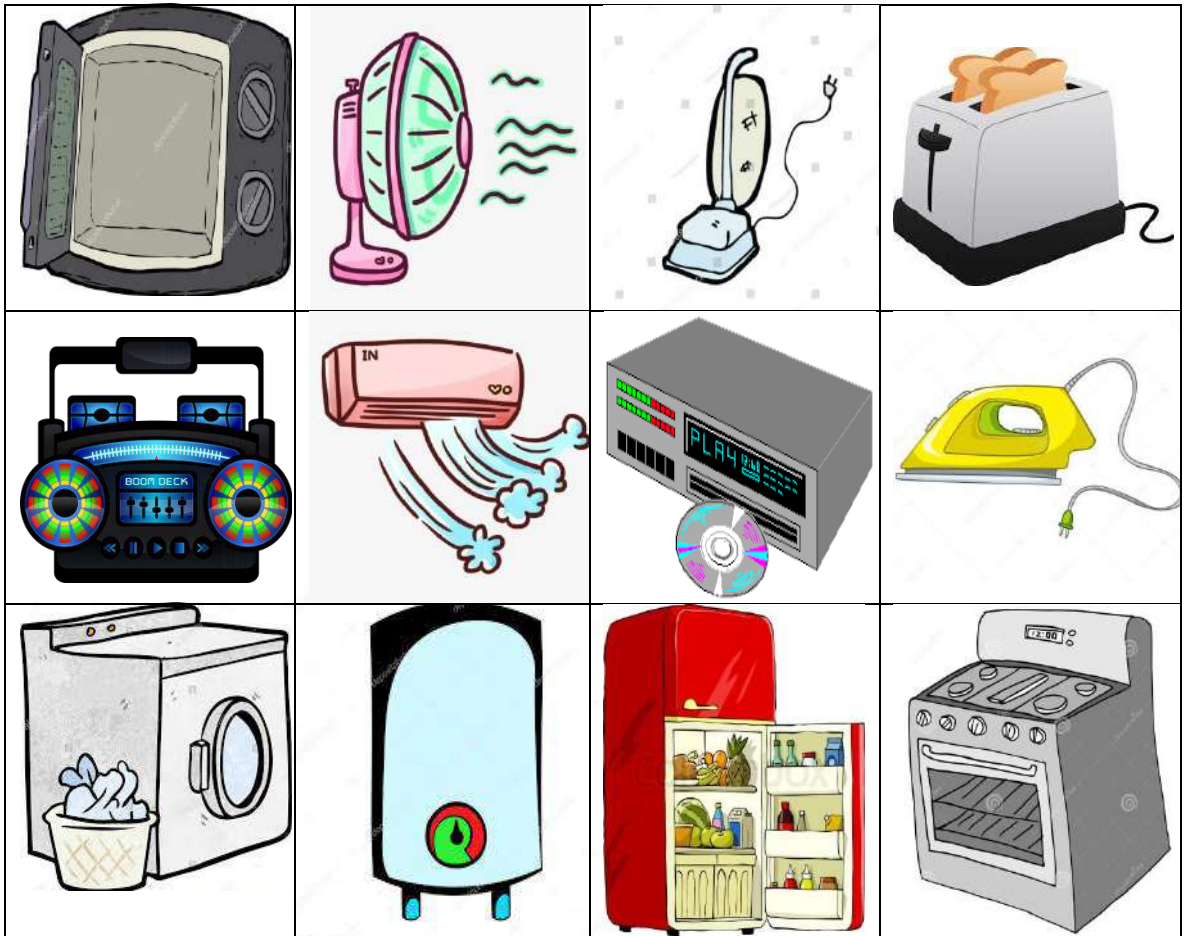
The teacher hands out one board to each student along with the beans or pebbles.

The teacher starts saying the name of the objects that are pictured on the cards.

The student who fills the cardboard first will be the winner of that group.

Note: A student of each group can be the one who is calling out the cards instead of having his/her own board.

Extra material: The teacher may ask the students to write sentences with the home appliances that they have at home, e.g., when it is too hot, I turn on the air conditioner.



6 Taboo and whisper

Contributor: Selma Bernice Galaz Sotelo

City & State in Mexico: Querétaro, Querétaro

Affiliation: Centenaria y Benemérita Escuela Normal del Estado
de Querétaro "Andrés Balvanera"

Name of Game: Taboo and Whisper

Level: Intermediate

Age: Teenagers and Adults

Description:

This game is an adaption of the Taboo game. In this adaptation, there is an extra word included as a suggestion to use when describing the word (it is inside the speech bubble). It works as a hint for the students to generate more ideas and to think of synonyms.

The purpose of the game is to help students develop explanation skills and recycle vocabulary.

The context of the game is Mexico. Thus, the Taboo words are related to Mexican Culture. It includes Mexican people, places, plants, traditions and pre-Hispanic food, amongst other meaningful things for the Mexican learner of English.

Steps:

1. Divide your class into teams (equal number of people per team).

2. The cards contain taboo words that the players must not mention during the explanation. One player is the clue giver and holds the set of cards without letting their teammates see the card. The clue giver describes the word being guessed (underlined) and he/she must avoid using the taboo words.

3. If the team guesses the word within a given amount of time (e.g. one minute), they get a point. The team with the most points wins.

Variation: This game can be played using only the taboo words (without the whispered words which are inside the speech bubbles in the worksheet).

Worksheets:



TEOTIHUACAN

Pyramids

Spring

Stairs

Moon

INDEPENDENCE

Celebration

Party

September

President

FRIDA KAHLO

Paintings

Famous

Diego

Artist

COCO

Dog

November

Boy

Singer

CARNIVAL

Music

Costumes

Avenue

Parade

THE DAY OF THE DEAD

Flowers

Family

Presents

Culture

PIÑATA

Birthday

Colorful

Christmas

Characters

CORN

Yellow

Plant

Tortilla

Mayonnaise

MEXICAN DOLL

Colors

Visitors

Travel

Tradition



TABOO AND WHISPER



CINEMA

Movies
Television
Sunday

Seats

PAPANTLA

Fly
Veracruz
Up

Flute

CHAPULTEPEC CASTLE

Museum
Kids
Forest

Heroes

HAT

Head
Clothes
Wear

Sun

JAGUAR

Cat
Yellow
Fast

Jungle

SANTO

Sport
TV
Fight

Wrestler

CHOCOLATE

Hot
Black
Delicious

Milkshake

ROMA

Movie
Yalitza
Cuarón

Oscar

DANCES

Music
Regions
Dresses

Typical



TABOO AND WHISPER



YALITZA
Oaxaca
Film
Famous

ACTRESS

ALFONSO CUARÓN
Moon
Roma
Hollywood

Gravity

REVOLUTION
Soldiers
Fight
November

Parade

MARIACHI
Songs
Trumpet
Sing

Musicians

HISTORY
Past
School
Culture

Subject

MAYAN PEOPLE
Intelligent
Astrology
Language

Calendar

ALEBRIJES
Animals
Fantastic
Imagination

Dream

MEXICAN FLAG
Snake
Red
Three

Legend

AZTECS
Spanish
Sacrifices
Smart

Lake



TABOO AND WHISPER



CANELO ALVAREZ

BOX

ARENA

FIGHT

Hit

CHILI

Red

Food

Hot

Bite

COLOR TV

Invention

Electricity

Images

Screen

**CHRISTMAS STAR
(NOCHE BUENA)**

Red

Winter

Flower

Leaves

AVOCADO

Green

Fruit

Taco

Salt

CRICKETS

Eat

Food

Animal

Insect

POPOCATEPETL

Mountain

Story

Snow

Legend

MASK

Festival

Cover

Wrestlers

Wear

VANILLA

Flavor

Flower

Spices

Sweet

References:

Madison, Deborah. 2017. *The Illustrated Encyclopedia of Fruits, Vegetables and Herbs*. New York, USA. Quarto Publishing Group USA Inc.

Zolov, Eric. 2015. *Iconic Mexico An Encyclopedia from Acapulco to Zócalo*. California, USA. ABC-CLIO, LLC.

7 The exciting “Bingo game” as a tool

Contributor: Eduardo Melo Hernández

City & State in Mexico: Mexico City, CDMX

Affiliation: Didácticos D’Melo

Name of game or activity: The Exciting “Bingo Game” As A Tool

Level: From Beginners (A1) to Intermediate (B2)

Age: Children, teenagers, young adults and adults.

Description:

Play the Bingo game and practice the lexical items by recalling the words, following commands with a variety of cards as well as memorizing the position of such cards.

A Game is not only a game but a strong means to get meaning across when teaching.

Time: 45’ approximately.

Steps:

Set the rules of the bingo game.

Distribute the boards and the tokens for every student. (You can use buttons, pieces of paper from recycled sheets) among all students (Ss). If there are more Ss than cardboards, ask them to work in pairs.

The teacher (T) calls out the picture and Ss place a token (a button or a piece of paper) on their board, if appropriate.

Ss cannot use Spanish. If someone says a word in L1, he/she loses his/her board and joins another student to continue playing the game.

The student who gets four items in a line (horizontally, vertically or diagonally) says BINGO, and is declared the winner. Give a prize to the

winner (the opportunity to call out the cards; get just half of the homework; or a candy, etc.).

Select some cards from the ones called (5-9 will do it for beginners, but you will need more for intermediate levels) and review all of them with the group.

Show the cards one by one and elicit their names for ss to recall those particular ones.

Stick them on the board horizontally (Pritt tack will help).

Variation: Most of our students know how to play BINGO, so after 15 minutes of playing it, you can take the game to the next level. For example:

Invite Ss to carry out these commands as T writes them on the left part of the board vertically. These are just some examples:

MOVE the fork a bit to your left (right), please.

TOUCH the moon, please.

TAKE OFF the star, please.

TURN the spoon the other way around, please.

STICK the tree upside down, please.

SWITCH the hat and the umbrella, please.

CHANGE the apple to the last (first) place, please.

PUT the dog between the house and the -----, please.

PASTE the airplane as high as you can.

Use some encouraging phrases after each student`s performance: e.g. Good for you; excellent; perfect; nice job; come on, you can do it! Congratulations; applause for you!

Allow Ss to copy the commands for further use.

Help Ss review all the cards in the line.

Ask Ss to close their eyes for ten seconds. T takes one card off the board.

Tell Ss to open their eyes and say which card is missing.

Ask Ss to close their eyes once more; teacher switches places of two cards. Tell Ss to open their eyes and discover what happened.

Ask Ss to look carefully at the pictures on the board.

Tell Ss to close their eyes once again; T removes all the cards from the board.

Ask Ss to open their eyes and select a volunteer to place all the cards in the same order and position.

It is important to use encouraging phrases to establish a meaningful rapport.

Extra material: Lotería en Inglés D´Melo.

8 The raspapinchete

Contributor: Claudia Berenice Martínez Escalante

City & State in Mexico: Hermosillo, Sonora

Name of game or activity: The raspapinchete

Level: Middle school

Age: 11-15 years old.

Description:

The point of the game consists of having students identify countable and uncountable nouns, using the definite and indefinite articles, as well as quantifiers: a, an, the, a few, some, etc.

Steps:

First, the teacher explains the definite and indefinite articles as well as quantifiers: a, an, the, a few, some, etc.

Then, on the board, the teacher hangs a blanket that displays the definite and indefinite articles as well as quantifiers. In the middle of the blanket there is a plastic bag that contains nouns that students need to paste under the article or quantifier that is right for the noun.

First, students come to the board one by one and pick one noun from the bag. Then, he or she will identify if the noun is countable or uncountable. And finally, the student pastes it in the correct place. For example: some/ milk.

The teacher asks students if the noun is pasted under the correct article or quantifier.

Variation (Other possibilities): The teacher can use the vocabulary that he/she is teaching at the present time as the nouns that need to be in the plastic bag, so students can also review them in the activity.

Extra material:



Nouns used in the raspapinchete:

milk

juice

lemons

cereal

toast bread

butter

eggs

kiwi

apples

kitchen

school

bathroom

shower

toilet

bed

oranges

table

chairs

mangos

microwave

stove

tea

fridge

dishes

coffee

living room

coconuts

9 Form the word: School supplies

Contributor: Daniela Ballesteros Soqui

City and State in Mexico: Hermosillo, Sonora

Name of game or activity: Form the word: School supplies

Level: Beginner.

Age: 12 - 15.

Description:

This is a game where you have to join letters to form the name of school supplies.

Steps:

1. The group splits into two teams.
2. The letters are arranged in a random way.
3. A member of each team comes to the front and tries to place the letters correctly to form the word. (The members of the team can help the one that is at the front.)
4. The person who finishes first sits down; another player from the same team may then come to the front to form another word. The player from the other team will not be able to sit down until he/she finishes forming the word. When he/she finishes, another player can pass to form another word.
5. The team who finishes first wins.

Variation: If you cannot print the letters, you can write them by hand.

Extra material: Flashcards of the school supplies.

P E N P E N C I L
B A C K P A C K
E R A S E R
G L U E R U L E R
S H A R P E N E R

S C I S S O R S

T A P E B O O K

S T A P L E R

10 The time bomb game

Contributor: Ofelia Mendoza Villegas

City & State in Mexico: Tlalnepantla, Estado de Mexico

Affiliation: English Learning Center

Name of game or activity: The time bomb game

Level: All levels

Age: Kids, teenagers, young adults, adults

Description: Vocabulary and tenses review

Steps and time:

1. The teacher prepares a bomb countdown timer sound. (You can easily get it from YouTube.)
2. The teacher checks that students are familiar with the class topic/category (adjectives, opposites, synonyms, phrasal verbs, tenses, famous people, colours, etc., according to the student's needs and level).
3. Divide students into 2 or 3 teams as you consider suitable.
4. Students stand in line in front of the teacher.
5. The teacher assigns a topic/category to the team as he/she sets the bomb countdown timer. Students must say as many words, sentences, adjectives, etc., as possible in only one minute.
6. The team with the largest number of correct answers is the winner.

Audio Reference:

<https://www.youtube.com/watch?v=7guNNC2QEKo&t=13s>

11 Discovering new words

Contributor: Lilia Gabriela Barrios Rodríguez

City & State in Mexico: Tampico, Tamaulipas

Affiliation: Universidad Tecnológica de Altamira

Name of game or activity: Discovering new words

Level: A2-B1

Age: Teenagers, young adults, adults

Description:

Provide students with different tasks to increase their vocabulary using a text from an authentic reading material, such a brochure, magazine or book. These tasks consist of matching the definitions of some previously highlighted words in the text; identifying meanings of words with multiple meanings in different sentences; guessing words from context and using dictionaries to find synonyms or words with similar meanings. (Bamford & Day (2004), Brown et al (2008)).

Steps:

1. The teacher divides the students in groups of three or four, to have 4 groups in the classroom.
2. The teacher hands out a different worksheet to each group to do the activity.
3. The teacher gives students at least 10 minutes to answer the worksheet and monitors them in the process.
4. Once a group has finished with its worksheet, the teacher gives them another worksheet until all the groups have worked with all the worksheets.
5. When all the groups have finished, the teacher gives them feedback and makes students aware of all the words they have learned with the activity. The teacher can encourage them to do the same with other authentic

materials or copy the new words in a vocabulary section in their notebooks.

Variation:

1. The teacher can provide students with authentic materials such as books, magazines and brochures and ask them to write a list of between 10-15 unknown words and look for their definitions in a dictionary or using the context.
2. They can also write one sentence for each word, using the grammar topic they are currently studying.
3. These lists of words and sentences can be shown or shared in class using posters with drawings, either in groups or individually, depending on the number of students in the group.

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WORKSHEET 1

(Based on Nation, 1990)

Great days out Welcome: (from a brochure of National Trust 2010)__

Welcome to this fabulous area which includes Dorset, Gloucestershire, Somerset and Wiltshire. It is full of diverse and wonderful places all waiting to **delight** and inspire you.

Spend quality time with friends and family exploring wonderful buildings and parks, getting up close to **wildlife** and finding inspiration in our gardens. Let us take you on a **journey** to meet fascinating personalities and to discover rare and beautiful objects.

And do not forget **treats**. Taste home-made **seasonal** food in a restaurant with a spectacular view or buy a special something from one of our shops. **Indulge** yourself, relax and take home memories of **treasured** moments.

We have so many special places with something for everyone, and hundreds of things to see and do –you are never far away from us, so come along for a visit.

1. Look at the list of words from the reading. Match each one with a definition on the right.

1. delight	a. something that is very important because it gives a lot of pleasure.
2. wildlife	b. an occasion when you travel from one place to another.
3. journey	c. entertainment, food, drink, etc. given by way of compliment or as an expression of friendly regard.

4. treats	d. animals, birds and plants that live in natural conditions.
5. seasonal	e. to give someone a lot of enjoyment or pleasure.
6. indulge	f. available or happening at a particular time of year.
7. treasured	g. to allow yourself to have something enjoyable.

2. Use the same words to write one sentence for each one.

a)

b)

c)

d)

e)

f)

g)

WORKSHEET 2

(Based on Nation, 1990)

Great days out: Chedworth Roman Villa (from a brochure of National Trust 2010)__

Take a trip back in time, into a wooded valley in the heart of the Cotswolds and walk in the footsteps of Romans. Explore the remains of one of the largest Roman villas in England and get a real insight into life in 4th-century Britain.

You will find more than a mile of walls, beautiful mosaics, two bathhouses, a water shrine and even a Roman loo!

Listen to the audiovisual presentation which brings history to life.

Enjoy quizzes, trails and frequent re-enactments with gladiators and Roman soldiers.

I. Look at the following sentences from the reading and select the correct meaning for the underlined word.

1. Take a trip back in time, into a wooded valley in the heart of the Cotswolds, and walk in the footsteps of Romans.
 - a) a muscular organ in humans and many animals that receives blood from the veins and pumps it through the arteries to other parts of the body.
 - b) the innermost or central part of anything.

2. Explore the remains of one of the largest Roman villas in England.
 - a) the part of something that is left after the rest has been finished, used, or destroyed.
 - b) the body of a person or animal that has died.

3. You will find more than a mile of walls, beautiful mosaics, two bathhouses, a water shrine and even a roman loo!

a) a toilet.

b) a card game.

4. Enjoy quizzes, trails and frequent re-enactments with gladiators and Roman soldiers.

a) series of clues.

b) a route planned or followed for a particular purpose.

II. Using the second meaning of the same underlined words write four more sentences.

1)

2)

3)

4)

WORKSHEET 3

(Based on Morgan & Rinvoluceri, 2004)

Morris Dancing (Franklin, N., n.d. p.28)

A Morris dance is a folk dance performed by specially chosen and trained men. Morris dancing is found in many parts of Britain. Participants wear a distinctive costume and most of the dancers are usually dressed in white. The dances are traditionally performed in the open air and the participants face each other in a group –either forming two lines or a circle. The dancers interact by knocking sticks together while they dance or by twirling handkerchiefs. Morris dances are also an opportunity to hear traditional English folk music.

It should be noted that although aspects of the dancing may sound somewhat effeminate, Morris dancers often turn into a sort of endurance test, given that different dances are performed over several hours and are almost always accompanied by large quantities of beer or cider.

Look at the words written in the left- hand of the following chart and write three words related to each word in the right-hand of the chart. Then guess the meaning of the words by using the context of the text.

Unknown words	3 related words (Found in the text)	Meaning from context
Costume		
Performed		
Knocking		
Twirling		
Cider		

WORKSHEET 4

(Based on Thornbury, 2002)

Gender Segregation (Franklin, N. n.d. p.26)

We live in an age in which most western universities have a majority of female students. It is hard to believe that, not so long ago, not only was this not so, but women were in fact banned from higher education.

As early as 1730 Mary Anstell had pointed out that no conclusion could be reached about female intellect compared to that of men while the sexes received different educations. Despite this, the gender segregation continued, and the quality of female education actually declined over the next century. In 1830 Frances Power Cobbe described one of the better girls' schools as follows: "four pianos might be heard going at once in rooms above and around us while at numerous tables scattered round rooms there were girls reading aloud to governess and reciting lessons in English, French, German and Italian. This hideous clatter continued the entire day.

Under the Victorians girls' education –where it existed- continued to concentrate almost exclusively on virtues such as the piano and needlework.

Some of those who wished to reform girls' education realized that the root-cause of the atrocious state of education for girls was segregation. Perhaps the most strident voice arguing that there was no sex in intellect and that girls should study the same as boys was Emily Davies, the founder of Girton College, Cambridge. Davies also saw the relationship between education and employment; girls could do so little in life because they were educated to do so little. One statistic is enough to show the enormous achievement of women like Emily Davies –when Emily was born in 1830 there were four universities in England, none was open to women. When she died in 1921 there were twelve universities, all were open to women.

Read the following words and phrases from the reading passage and look for two alternative words and phrases in a dictionary.

Words and phrases from the passage:

- | | |
|---------------------|-----------------------|
| 1. hard | 2. banned |
| 3. Higher education | 4. pointed out |
| 5. reached | 6. gender segregation |
| 7. at once | 8. scattered round |
| 9. hideous clatter | 10. needlework |

Scattered round hideous clatter needle work

Alternative words and phrases:

Original word	Substitute 1	Substitute 2
Hard		
Banned		
Higher education		
Pointed out		
Reached		
Gender segregation		
At once		
Scattered round		
Hideous clatter		
Needlework		

ANSWER KEY

(From wordreference and Merriam Webster's dictionaries)

WORKSHEET 1

1. delight- e. She delights in going for long walks in the country.
2. wildlife- d. There are places to protect the environment and wildlife of a region.
3. journey- b. We enjoyed the journey to China.
4. treats- c. Try one of the different desserts as a treat after dinner.
5. seasonal- f. She has a seasonal work picking grapes.
6. indulge- g. He indulged himself in some humour.
7. treasured- a. These are the most treasured moments in my life.

WORKSHEET 2

1. heart- b. Her heart was beating wildly.
2. remains-a. The remains of Porfirio Diaz rest in Paris.
3. loo- a. Justin paid a fee on a fine of loo marks.
4. trails- b. The murderer left a trail that led the police to him.

WORKSHEET 3

Unknown words	3 related words (found in the text)	Meaning from context
Costume	wear, dressed, distinctive	A distinctive dress
Performed	traditionally, dances, open	Traditional dances
Knocking	sticks, dancers, interact	Interacting with sticks
Twirling	dance, handkerchiefs, interact	Interacting with handkerchiefs
Cider	accompanied, quantities, beer.	A beverage similar to beer.

WORKSHEET 4 (possible answers)

1. hard - difficult, uneasy
2. banned - prohibited, excluded
3. higher education- graduate school, University
4. pointed out - directed attention to, drew
5. reached - communicated, contacted
6. gender segregation- sex discrimination, sex exclusion
7. at once- immediately, simultaneously
8. scattered round. - be dispersed arbitrarily
9. hideous clatter. - horrible noise, frightening rattling sound.
10. needlework-sewing, making clothes.

12 Jeopardhicle

Contributor: Jesús Humberto Sánchez Terminel

City and state in Mexico: Hermosillo, Sonora

Affiliation: None

Name of game or activity: Jeopardhicle

Level: A1 / A2

Age: 12 - 15

Description:

The game is a Jeopardy about vehicles. This is a competition-like game where all the students participate in order to win a prize. Basically, they will try to answer the possible questions that are shown on the board. Only one team can win.

Steps:

1. The students must be in teams in order to do this game.
2. After making the groups, the students should decide which is the first team to participate.
3. After deciding which team goes first, that team should decide the category and the points they want to play. If they win, they will get that exact number of points. If they lose, they will only get one quarter of the points.
4. After they chose, a picture of the vehicle will show up, and the students need to say the name of the vehicle (if they find it too difficult you can alter it a little, instead of saying the name they can draw the vehicle, as long as what they see in the presentation is the name of the vehicle).
5. The game ends when either the presentation runs out of options, or the class is over.
6. There must be incentive, so the students participate (like extra points or candies as prize).

Variation: In case that the classroom does not have a projector, what the teacher can do is draw the table on the board. A second thing that you

would need are the pictures of the vehicles, you can either print them or draw them. You can also make the students draw those vehicles (in teams).

Extra material:

By land	By sea	By air
<u>1000</u>	<u>1000</u>	<u>1000</u>
<u>500</u>	<u>500</u>	<u>500</u>
<u>250</u>	<u>250</u>	<u>250</u>
<u>250</u>	<u>250</u>	<u>250</u>
<u>200</u>	<u>200</u>	<u>200</u>
<u>100</u>	<u>100</u>	<u>100</u>
<u>50</u>	<u>50</u>	<u>50</u>

13 Break the emoji code

Contributor: Alma Nohemí Guadarrama Díaz

City and State: Tijuana, Baja California

Level: All levels

Age: Young adults and teenagers

Game: Break the emoji code

Description:

This fun vocabulary game can be used to teach new words or review vocabulary. It can also be used as a warm-up activity to introduce a new topic. Students figure out what the words are by decoding a set of emojis that will help them practice, build vocabulary and improve their learning experience.

Steps:

1. Prepare some slides with the vocabulary code you want to teach or review (extra material attached).
2. Show the students the code chart (extra material attached) by projecting it or give them a printout. Explain that they are going to need the emojis to decode vocabulary words.
3. Make teams of three (you can adapt the number of students in each team depending on the size of your class).
4. Project the slide where the first code is.
5. Teams compete to be the first to decode the word.
6. The first team to decode it must choose one person from their team to write the word on the board.
7. Give a point to the team that writes the word correctly.

8. The team that has the highest number of points at the end wins.

Variation:

Vocabulary words might be changed depending on the wordlist you want to practice.

References:

It has been adapted from the traditional *break the code* worksheet.

Answer key



bagpipes



keyboard



bass guitar



kora



cello



piano



14 Remember me!

Contributor: Cynthia Ramírez Pérez

City & State in Mexico: Atlacomulco, Mexico

Affiliation: Escuela Normal de San Felipe del Progreso

Name of game or activity: Remember me!

Level: Any

Age: From 10 to 99

Description

To practice vocabulary related to food and drink. Students get in teams of 5 people (the number of teams will depend on class size). Explain to students they are going to work in teams. Each team has a set of cards with different pictures of food and drink, a dice, and six colored circles to cover the cards. The best part of it is, your students' level of English does not matter as it is challenging for everyone!

Steps

1. Students sit on the floor and spread their cards on the floor so that every student can see the pictures.
2. Students take turns to cover a card. Every student knows which card has been covered with each number, e. g. red circle with number 1 is covering a card with an apple on it.
3. After six pictures have been covered, students take turns to roll the dice.
4. Once a student gets a number on the dice, they have to remember what picture has been covered with that number. The student mentions the picture s/he thinks is under the circle. If s/he is correct, s/he can keep the card; if not, the card remains covered with the same number.

5. If the card is uncovered correctly, the student who got it covers a different card, so that all the students in his team can see which new card is now being covered.

6. The next student rolls the dice and gets a number. If the number is the same as the one that has been previously uncovered, the student has to roll the dice again.

7. Students keep rolling the dice and remembering the pictures that are hidden under the circles.

8. When there are no more pictures to cover, the game ends.

9. The student who got more cards is the winner.

Variation (other possibilities)

Apart from practicing vocabulary, students can also give sentences about the picture they uncover; for example, if they like it or not. E.g., I love apples. Or more complex sentences if class level is higher and you want to target a different language focus. E.g., England is the principal exporter of apples to Europe.

References

Pictures taken from:

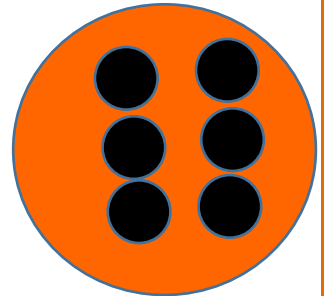
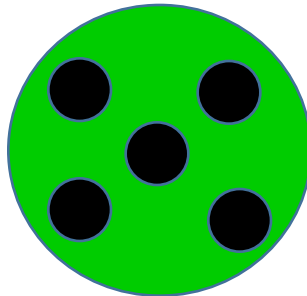
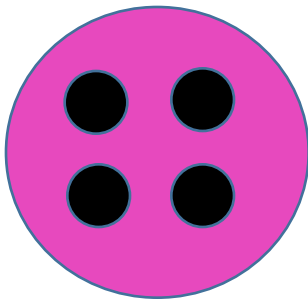
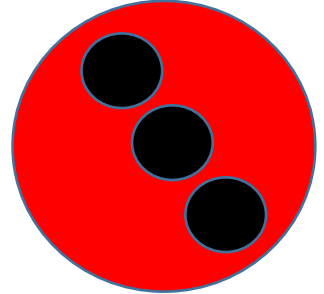
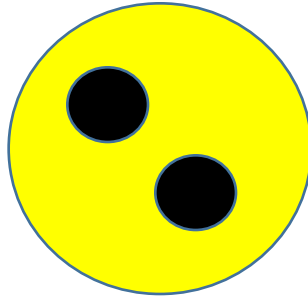
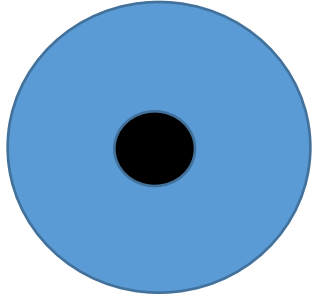
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Extra material (worksheets, answer sheets)

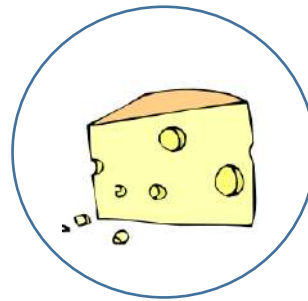
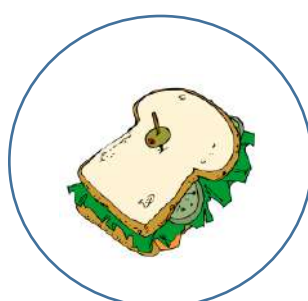
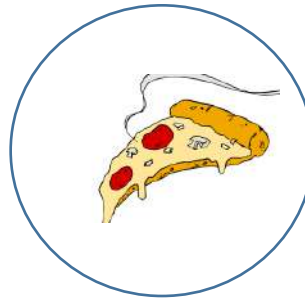
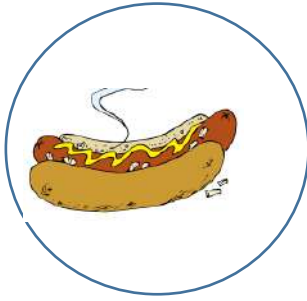
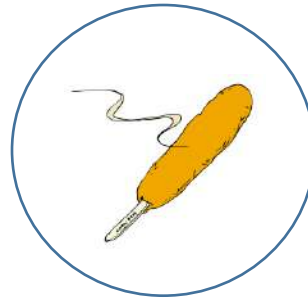
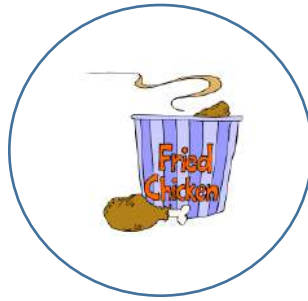
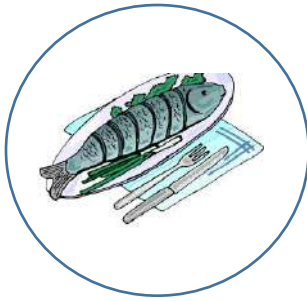
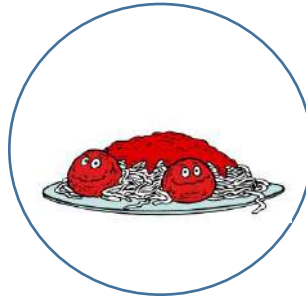
- Dice
- Coloured circles
- Cards to play

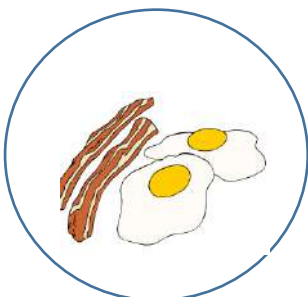
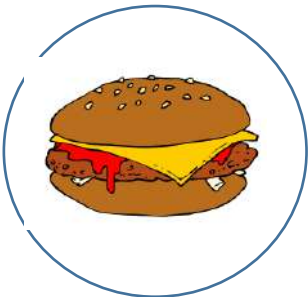
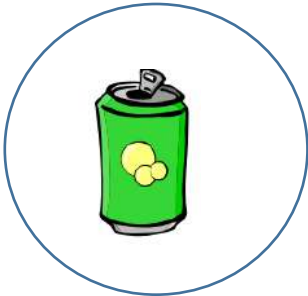
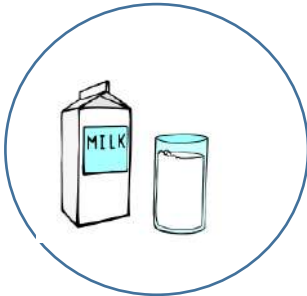
Extra Material

Coloured circles



Set of cards





15 Smartphones time

Contributor: Jorge Torres Almazán

City & State in Mexico: Tampico, Tamaulipas.

Affiliation: Universidad Pedagógica Nacional

Name of Activity: Smartphones time

Level: Intermediate

Age: Teenagers and Adults

Description:

Students use smartphones for productive skills. This activity can be used as a warm-up for the beginning of a new topic or class. Learners activate previous knowledge and share their own experiences regarding a topic. This is done by using their devices which are part of everybody's lives these days. The set is informal, grammar and vocabulary are not checked. They practice productive skills, informally. They feel free and released from class format.

Steps:

Ask students to create a WhatsApp group for the class.

Write or show a picture of the topic on the board or screen.

Writing: Ask them to text what they know about the topic in the WhatsApp group. They can exchange opinions, ideas, thoughts, and questions, with no worries about grammar or register. No speaking at this time.

Speaking: Ask them to stop texting so they mingle and discuss, clarify, ask about what they have just shared in the group. They may look at the texts for reference.

Make sure every student can express their ideas.

Ask them for permission to read a couple of the sentences or send you screenshots with part of the conversations so you can have a sample of the activity.

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