



# ELI Teachers Handbook

## SAMPLE ACTIVITIES

SUGGESTED ACTIVITIES BY OUR ELT EXPERTS



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The Dean of the English Language Institute

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Editor

Alaa Alsulaiman



**Name of the Game : Stop the bus! (Hot seat)**

**Level :** Beginner and above (A1 – B2)

**Learning focus :** Vocabulary

**Time :** 10 –15 minutes

**Preparation :** Prepare a list of the lexical items to be revised

**Procedure**

1. Divide the class into teams.
2. Place a chair for each team in front of the class, facing away from the board. Each team or the teacher nominates a member to sit on the hot seat.
3. Teacher writes a lexical item to be revised from a previous lesson or activity onto the board.
4. Instruct the team mates to try to explain the word written on the board to their team member on the hot seat without using the given word. Rules can vary depending on the level of learners. (i.e. give away the first letter, number of syllables of the word, need to be able to spell and/or pronounce the word correctly to get a point).
5. The team who shouts, "Stop the bus!" first and guesses the word correctly, gets a point. Learners on the hot seat can change each round or after they scored a point for their team.
6. Monitor closely to ensure that the rules of the activity are followed and learners are encouraged to use English. Teacher provides assistance if necessary and note down any examples to be addressed in feedback. Teacher can also demonstrate the activity with weaker learners.
7. At the end of the activity, Teacher announces the winning team, offer praise and address issues with meaning , pronunciation or spelling noted during monitoring.

**Variation**

This activity can also be done in pairs or small groups with words written on small cards facing down. Members of each team take turns to pick a card and explain the word on the card to their team member/ partner without mentioning the actual word.

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### **Name of the Game : Carousel (Story Circle)**

**Level :** B1 – B2

**Learning focus :** Speaking

**Time :** 10 –15 minutes

**Preparation :** Vocabulary Cards

### **Procedure**

1. Give each student a vocabulary card. Give learners time to look at the words to remember the meaning. They can look in their course books and/or check with other students to help them out.
2. Divide the class into teams or do it as a whole class activity. The interaction depends on the size of the class. Then, get the students or groups to sit in a circle.
3. Give each group the first line of a story. (e.g. Last year, my family and I travelled to France.) Students look at their words and they start.
4. Each student makes a sentence using the vocabulary word on the card and then hands over to the next student. The story continues until everyone has used up all their words.
5. When the students are done with the activity, ask for feedback on the task itself from the whole class. Praise and give example of good use of target language before addressing areas of mistakes relevant to the lesson.

### **Variation**

If this activity is done with stronger learners, each learner will be provided a card with all the lexical items. The students create a story using the vocabulary words on the card. The student who tells the story using all the words correctly is the winner.

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**Name of the Game : Climb or Fall**

**Level :** Intermediate and Advanced

**Learning focus :** Vocabulary / Grammar

**Time :** 15 -20 minutes

**Preparation :** Dice, Game pieces, Questions, Number Plates

## Procedure

### Game Instructions :

- Learners can play in pairs / groups of 3 or 4.
- Each player puts their game piece on the space numbered (1).
- Take turns rolling the dice.
- Learners need to read a question and answer it.
- Learners need to check if the answer is correct.
- Learners move their game piece forward if they get the answer right, according to the number of spaces shown on the dice.

### Questions Instructions :

- The teacher needs to prepare questions depending on the target language.
- The teacher needs to number each question.
- The teacher needs to write the answers on a separate piece of paper and number them according to the questions.
- Learners can pick up a random question.

### To Check :

Learners will have a number plate with the question number on it, the answers will be at the back. Learners will check if they answered correctly. If yes, they will move the game piece and if not they will stay where ever they are.

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### Name of the Activity : Match the Word with the Meaning

**Level :** Beginner to Advanced Level

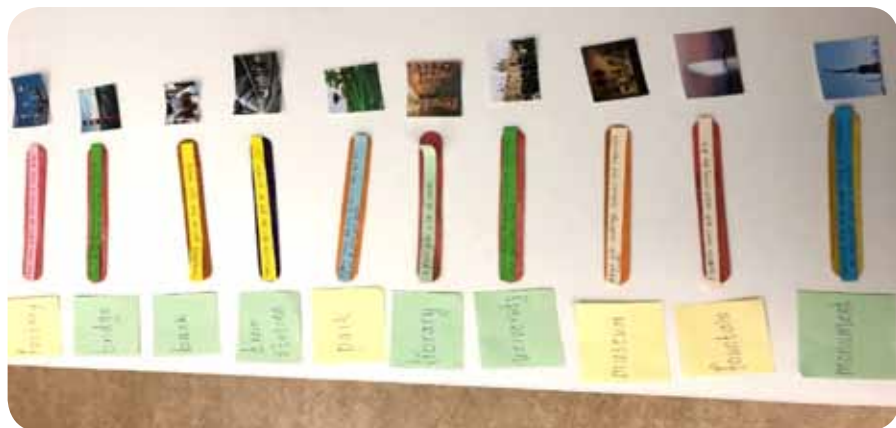
**Learning focus :** Vocabulary for Writing

**Time :** 10 -15 minutes

**Preparation :** Vocabulary Cards

### Procedure

Divide the words, the meaning and pictures into separate parts and hand each student either a word or a meaning or a picture. The learners have to find the students with matching meaning and picture for that place. The team to find each other first would be the winner. They would then sit together as a team and make sentences using the given lexical item.



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### Name of the Game : Picture Dictation

**Level :** Beginner/Elementary

**Learning focus :** Grammar – 'There is' and 'There are'

**Time :** 10 minutes

**Preparation :** 10 – 15 mins

#### Steps:

1. Divide the class into two teams.
2. Two pictures labelled as A and B were placed outside the classroom.
3. When the task starts one of the partner runs outside and looks at picture A and then describes the picture to her partner ,who is sitting in the class, using 'There is' and 'There are'.
4. The partner draws the picture on a small piece of paper.
5. After 3 minutes, the partners swap running and the next partner describes picture B.
6. I display the pictures in the classroom and ask students to give a star to the drawings which they find exactly the same as the original pictures.



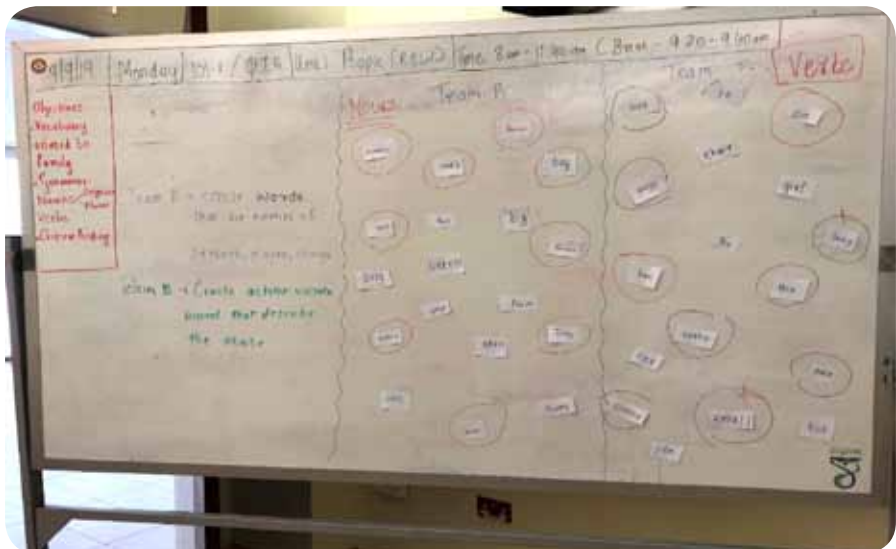
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**Preparation :** Color Markers and White Board

1. The teacher divides the white board into two halves.
2. On both the sides she writes nouns , verbs and adjectives in random order.
3. The class is divided into two teams.
4. One team will circle only the nouns on their side of the board and the other team will circle only the verbs on their side of the board.
5. The learners stand in line a little far away from the board, and as soon as the game starts they come running to the board and circle the correct word.
6. The whole class then checks each other's answers and makes corrections if needed.

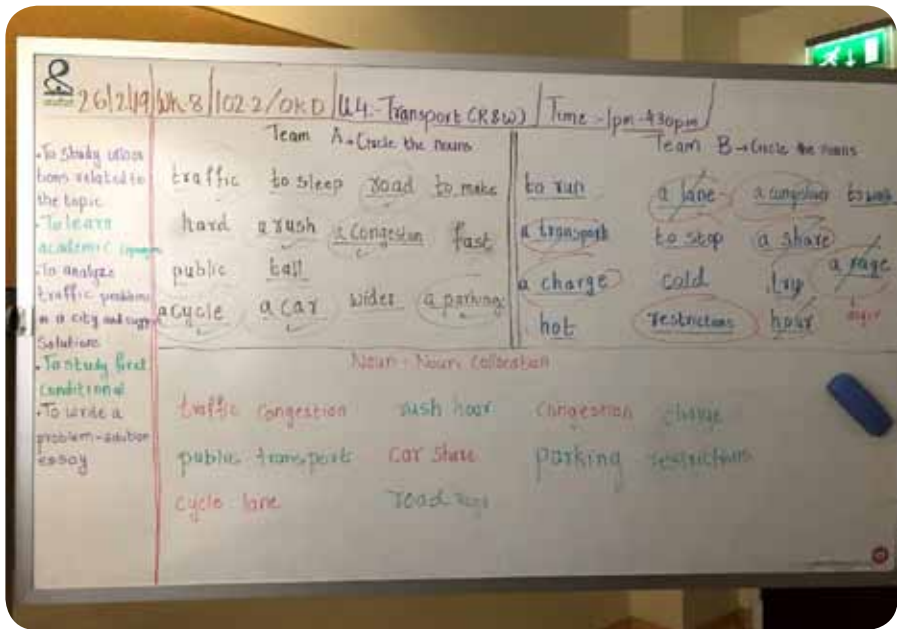






## B : Noun- noun collocations (Intermediate Learners)

1. Another adaptation of this activity is by writing nouns which form collocations on opposite side of the board.
2. The class is divided into two teams. Both the teams must circle only the nouns on their side of the both.
3. Learners then check the answers as a class.
4. They then work as a team and match the circled nouns from both the sides of the board to make suitable noun-noun collocations.



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**Name of the Activity : Objects / Items on the desk**

**Level :** All Levels

**Learning focus :** This is a good way to test your students Vocabulary and spellings, at a same time is an interactive activity.

**Time :** 10 minutes

**Preparation :** 2-3 minutes

**Procedure**

1. Arrange the objects/items of words and spellings they have learnt on the desk and let students gather around to look at them. You can put items or objects on vocabulary or spelling you're teaching or recycling.
2. After two minutes, send everyone back to their seats. Remove all the items from the desk so students can't cheat.
3. Each students should write out as many items and spellings of each item they saw on the desk on a piece of paper in English.
4. Give them 2-3 minutes to finish writing.
5. When everyone is done, write a list of the items on the board and allow students to self-correct or ask students which words they have and spelling for that particular word/s on their list and write on board.



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### Name of the Activity : Pictionary

**Level :** All Levels

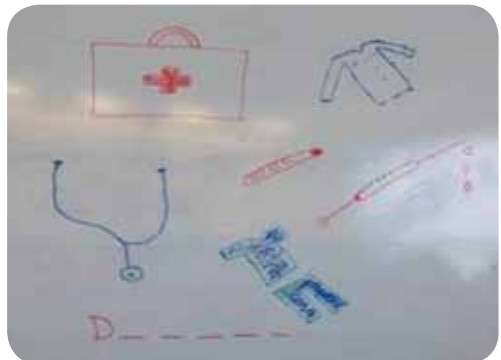
**Learning focus :** Good way to recycle vocabulary and learn spellings.

**Time :** 15–20 minutes

**Preparation :** Teacher needs to write words on small piece of paper and fold them to put in a box or a bag. Will need some markers. 5 minutes should be sufficient.

### Procedure

1. Make 2–3 teams.
2. Give one team member from each team a pen and ask them to choose the word from a bag or a box.
3. Tell the students to draw the word on the board, and encourage team to guess the word and spelling.
4. The first team to shout out the correct gets a point.
5. Repeat until you're done with all the words.



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### Name of the Activity : Snow Balls

**Level :** A2, but actually all levels enjoy it.

**Learning focus :** To practice offers and requests and how to respond to them

**Time :** 10–15 minutes

**Preparation :** T writes sentences of offers and questions of requests on sheets of paper and puts them on the floor. Extra sheets of paper & markers.

### Procedure

#### First Round :

T applauds, students begin to run in a circle. When T stops clapping, each student picks up a ball and hits a fellow student. The student who was hit, writes an answer on another sheet of paper and hits back.

#### Second Round :

T claps, Ss run in a circle, then when clapping stops, Ss pick up two balls. If the question on the picked ball matches the answer, the S wins and sits down. If the papers don't match, they throw them again on the floor and try again until they finish.

#### Final Round is just for fun :

They go in circle, then pick up balls and hit each other saying : **Snow Ball** 😊



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**Name of the Activity :** Ice Breaker

**Level :** A2

**Learning focus :** Ice Breaking

**Time :** 15 minutes

**Preparation :** ID Card Worksheets

## Procedure

An ice breaker on the first day of teaching where each student created her ID card and shares it with the rest of the students to know each other better and find common interests.



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## Name of the Game : The Best Flyer

Level : B1

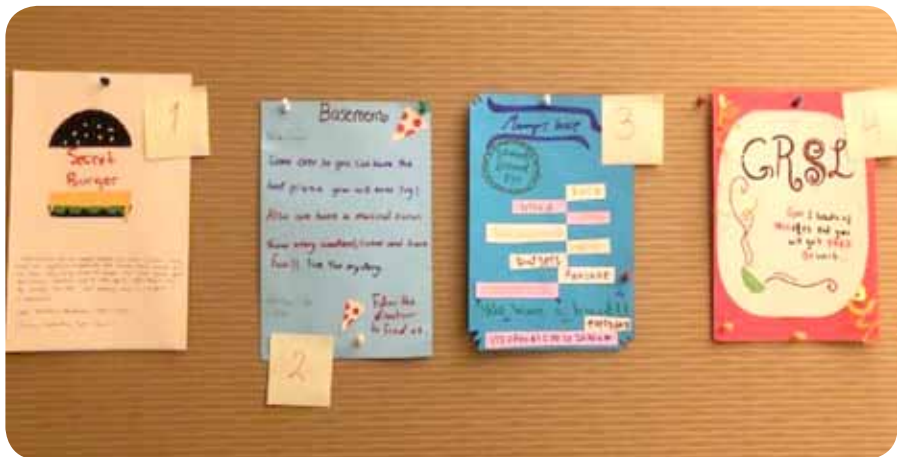
Learning focus : Project Based Learning

Time : 30 minutes

Preparation : Colored A4 papers, glue, markers

## Procedure

Project based learning in the production stage of the lesson, where students created their own restaurants and made flyers as advertisement for them, followed by voting for the best flyer.



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**Name of the Game :** Buy and Sell

**Level :** A2

**Learning focus :** Project Based Learning

**Time :** 60 minutes

**Preparation :** Fake money, items price lists, Items to sell at the bazar brought by the students.

### Procedure

Students created a bazar buying and selling from Kiosks they created in class. They also made the fake money, price lists and brought the items they want to sell.

They used the language taught for buying and selling in the book successfully.



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### Name of the Activity : How is your food made?

**Level :** Beginners / Intermediate

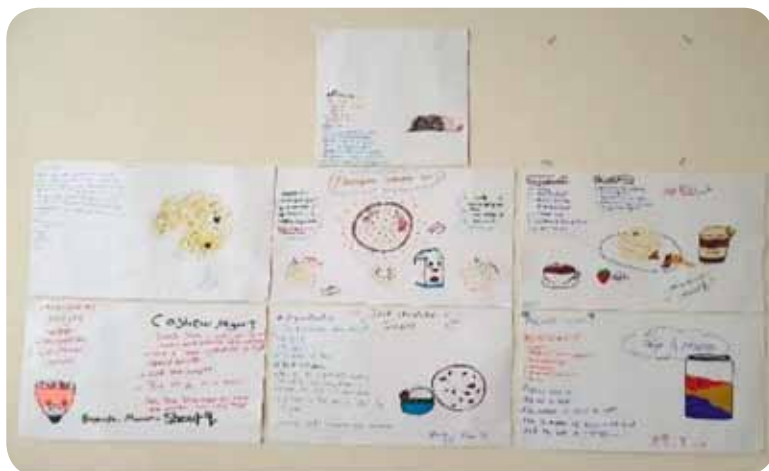
**Learning focus :** Beginners / Intermediate

**Time :** 40 minutes

**Preparation :** Print cooking/preparation verbs (names and images together), have pictures of a few ingredients/quick recipes on a Powerpoint Presentation, blank papers/posters for SS to write recipes.

### Procedure

- **Stage 1: Lead in**– Display pictures of 2 different dishes and a few ingredients and ask students to discuss in groups the names of the items and what could have been used in each of the 2 dishes.
- **Stage 2: Verb Sort Activity (Test-teach-test)**– Provide a blank A4 sheet, 12 pictures and glue sticks. Instruct students to work in pairs to sort them in 2 categories, namely "verbs for preparing" and "verbs for cooking". They then swap their work with the pair sitting next to them for error check and feedback, while the answer key is displayed on the projector.







- **Stage 3:** Students are then given 3 reading tasks following the questions from the course book (English Unlimited, Page 32) Reading for **gist**, **specific information** and **details**. A brief discussion of how they found the answers follows this activity.
- **Stage 4:** Display an image of a dish and ask SS to predict and write short/simple sentences about the ingredients used and its procedure. This could be a short speaking activity. Instruct them to use the verbs they'd learnt on the onset of this lesson.
- **Stage 5:** Now is the time to produce their own recipes. Students work in pairs, list out the ingredients and write instructions about a dish of their choice using the target language. They can also do some drawing before posting them on the walls.
- **Stage 6:** Ask learners to go round the classroom to check the work of other pairs for the purpose of feedback and error correction. Instruct them to look for the spellings, verbs and also if the sentences were clear for them to try the recipes written by other pairs.



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### Name of the Activity : Parts of Speech

**Level :** Beginners and Pre- intermediate level

**Learning focus :** Grammar

**Time :** Not than 15 min

**Preparation :** Just pens and papers

### Procedure

T. asks Ss to think about 3 nouns, 3 or 4 verbs, 3 adjectives, 2 or more adverbs, 2 or 3 prepositions. T. gives Ss 5 min to write these words on a piece of paper. Then She gives them a paragraph with blanks and asks them to write what they have thought about. For example :

\_\_\_\_\_N\_\_\_\_\_went\_\_\_\_\_N\_\_\_\_\_ once to find that his house was burned and  
his\_\_\_\_\_N\_\_\_\_\_ are\_\_\_\_\_V\_\_\_\_\_ Everything was \_\_\_\_\_ the floor. The children were\_\_\_\_\_  
Adv\_\_\_\_\_ Adj\_\_\_\_\_and they\_\_\_\_\_V\_\_\_\_\_telling him what had\_\_\_\_\_V\_\_\_\_\_.

Of course most of the words that the students have written won't fit in the paragraph, so the paragraph looks funny after they finish, but it teaches them where to put the different parts of speech.

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**Name of the Game : Stop the Bus**

**Level :** Can be used for all levels

**Learning focus :** Vocabulary

**Time :** Up to the teacher to prolong it as much as she wants

**Preparation :** Lined A4 with the five categories ( name, animal, plant, thing , city or country )

**Procedure**

Name	Animal	Plant	Thing	City/Country	Score

T. will divide the class into groups. Every group has a leader who is the scribe. All other girls in each group will help the scribe with different words starting with the letter that the teacher suggests. The first group to finish shouts "stop". So the teacher stops the bus which means the other groups. Every group says the words that they have written and every group gets either 5 for repeated words or 10 scores if nobody else has the same word. This game teaches the students lots of new vocab and they enjoy it so much.

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**Name of the Activity : My Wishes and Dreams**

**Level :** Pre- intermediate and advanced

**Learning focus :** Grammar ( future tense )

**Time :** 20-25 mins

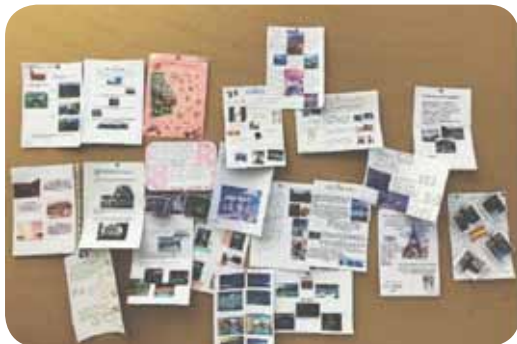
**Preparation :** sticky notes, pens

**Procedure**

- At the beginning of the year I asked my students to write their wishes and dreams that they want to achieve by the end of year 2019. And they put them on the board, and we will check them by the end of the semester and see how many they have achieved.



- This is a project about a place they want to travel to. They described the country they want to visit, why, with who, and when.



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**Name of the Activity : Pair work / Group work****Level :** Beginners to Advanced**Learning focus :** Arranging students in groups**Time :** -**Preparation :** Placards**Procedure**

I am submitting a tool which is useful for classroom management for any activity. It's a onetime investment but it does wonders especially in foreign language classes. Usually, the pace and mode of any course is established at the beginning of the class, usually on the first day. This is the solution to retaining your energy by delivering your content and by being understood 95-100 percent of the time. Who wouldn't want that?!

These are laminated placards which have students work in pairs or groups (as you can see from the pictures). When students forget their number that you have assigned them for an activity or if they were supposed to work in groups or not, simply showing these placards according to your activity will eliminate time wastage, the annoyance of not getting your students to where you want them to be and the students also being embarrassed or annoyed of not knowing what you meant. Once this is done, the flow of your class throughout the term becomes enjoyable for both you and your students. The student teacher relationship becomes stronger and respectable.



This tool eliminates a lot of TTT and saves your voice at the end of the day and term. Picture association is the fastest way that language learners learn. Therefore, using it correctly will yield higher quality classes.

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## Name of the Activity : Jigsaw

**Level :** Intermediate – Advanced

**Learning focus :** Reading

**Time :** 15 mins

**Preparation :** Popsicles, Pens, Glue Stick

## Procedure

This is an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic texts such as newspaper articles.

1. Make groups according to the number of sentences you have.
2. Each group will get the same sentence. Then ask the Ss to read their sentence and discuss it with their group members.





3. After they finish discussing make groups again to reshuffle the Ss. Be very careful while grouping students for this activity.
4. Now each group will get different sentences. Ask Ss to discuss their sentence with the other team members.
5. Finally, ask the Ss to arrange the sentences in their proper order.



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**Name of the Activity : Matching Vocabulary**

**Level :** Beginners to Advanced

**Learning focus :** Vocabulary

**Time :** 10–15 minutes

**Preparation :** Cards, Handouts and Map

**Procedure**

Handouts with the new words and their meaning, the ss need to work in pairs to match them

Rainfall		1. Usual, normal
Typical		2. Liked, enjoyed, or supported by many people
Season		3. The amount of rain that falls
Website		4. Used to describe an amount you get by adding two or more amounts together and then dividing by the number of amounts
Average		5. Belonging to or relating to Caribbean islands and countries, or their people
Caribbean		6. One of the four periods of the year; spring, summer, autumn, or winter
Popular		7. A set of pages of information on the internet





- This is the Caribbean Sea. (Look at the map)
- The average income of their family is 8000 SR.
- Google is a famous website.
- The rainfall in Riyadh is 120 mm.
- She's a popular teacher in school. Most students and teachers like her.
- This kind of spicy food is typical in India.

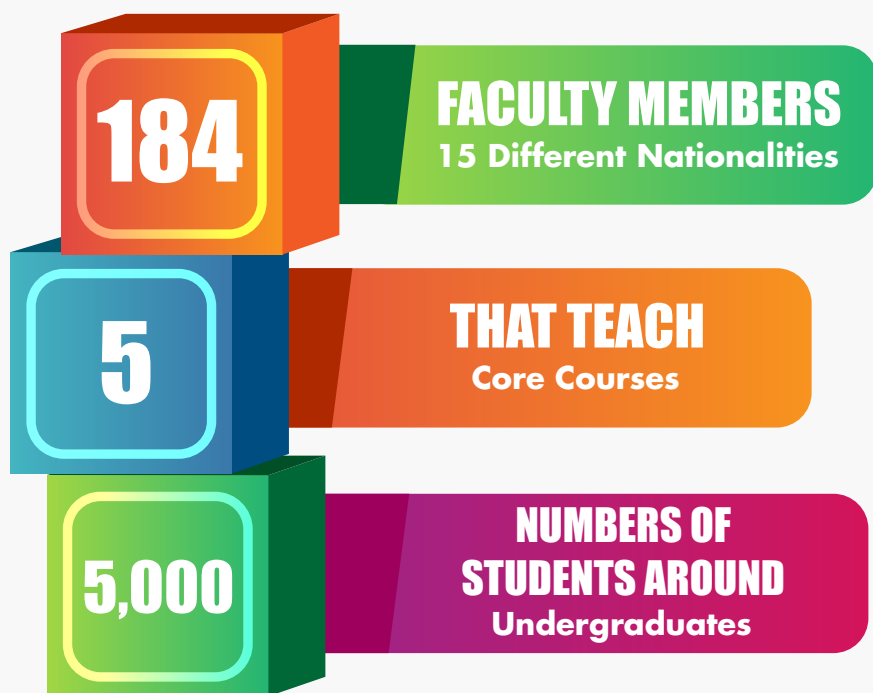


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# ELI IN NUMBERS





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