

Activity	Rules	Equipment	Core English Vocabulary	Additional Information
1. Human Bop-It!	<p>Demonstrate the actions briefly (i.e. batting action/bowling action/catching action)</p> <p>- Do a 'Human Bop-It' style game where you call out 'Catch it!' ... 'Hit it' ... 'Bowl!' ... 'Run!' ... 'Stop!' ... 'Below the Knee!' ... 'ROUNDER!' in quick beat-box style rhythm, and the t/a have to do the action &amp; shout out the phrase</p> <p>Explain that some words have similar meanings (field, catch). You might want to start with only 5/6 instructions and introduce more as you go along.</p>	None	<ol style="list-style-type: none"> <li>1. Bat</li> <li>2. Catch it</li> <li>3. Field</li> <li>4. Bowl</li> <li>5. Back-stop</li> <li>6. 'Rounder'</li> <li>7. 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup>/ base</li> <li>8. Hit it</li> <li>9. run</li> <li>10. Out / in</li> <li>11. Who's up next?</li> <li>12. Stop!</li> <li>13. Stumped</li> <li>14. Below the knee</li> </ol>	<p>This can be adapted from a rounders bop-it to any other sport you're about to play</p> <p>Good for any size group</p>

**ENGLISH LANGUAGE ACTIVITIES  
2015**

**MIXER GAMES BRIEF – all new**

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<p>2. Imaginary Ball</p>	<p>a) Students in circle, standing up. Show them different balls. Ask how they are different. What words can they use to describe them?            b) Students pretend to play with a ball, every now and again leader shouts out a change in it's form and characteristics, colour, (eg. plastic ball, heavy ball, tennis ball, beach ball, basket ball, hot ball, signed ball, ping pong ball, gym ball, deflated/flat ball...)            c) The students must play with the ball and react to the changes.            d) After a few minutes the students can start to shout out a change in the ball if they feel confident            e) Use this game to practice vocabulary and adjectives such as heavy, gigantic, glass, plastic</p>	<p>Different sports balls             Be prepared to have some pictures of these different balls if you don't have the real kind to hand...</p>	<p>Heavy ball            Light ball            Gigantic ball            Tennis ball            Ping pong ball            Gym ball            Deflated ball            Attractive ball            Glass ball            Metal ball            Snow ball            Precious ball            Plastic ball            Beach ball            Hot ball</p>	<p>You'll need enough space for people to stand in a circle.             May be better to split into smaller circles of no more than 8.             It may be worth a little pause in "throwing" if a new word is introduced and people look puzzled.             Encourage advanced students to suggest adjectives</p>

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<p>3. Throwing words around</p>	<p>Write the words you want your students to learn/remember in large letters on A4 paper, say 6 to 8 words. Hold up the words and drill them. Then screw all the pieces of paper into balls. Point to each ball in turn and ask students to say the word.</p> <p>Now take three balls and put them at the front of the table. Ask students to tell you which words they are. Then tell them to watch very carefully, as you quickly move them around, as in a three card trick. Ask them again which is which.</p> <p>Finally, throw one of the balls to a student, saying the word it represents. Ask him to throw the ball in the same way to someone else, and say the word. The catcher then throws it to someone else and so on. Once the students understand what they should do add another ball into the mix and so on ...throw all the other balls to the class and stand well back!</p>	<p>A4 paper with key words written onto them (with a picture if needed for beginners)</p>	<p>Could be whatever you would like to focus on for the sports game coming up.</p> <p>Eg- positions</p> <p>Goal Keeper Attacker Defender Referee Substitute</p> <p>Or it might be more general like different sports equipment:</p> <p>Bibs Ball Goal Posts Whistle Score-board</p>	<p>This will be best in smaller groups (12 max)</p> <p>Indoor or outdoor space</p> <p>This can be differentiated depending on the ability of students.</p>

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<p>5. Sports Homonyms</p>	<p><u>Sports Homonyms</u></p> <p>A lot of sports language (e.g. "dribble", "field", "substitute") has other meanings that might be useful and easier to learn if they also look at the sports meaning.</p> <p>Here's a list to introduce and explain first</p> <p>Dribble (sports verb or to saliva)</p> <p>Bowl (sports verb or bowl to eat from)</p> <p>Field (sports verb or large piece of grass)</p> <p>Bat (sport equipment or winged creature)</p> <p>Over (an over in cricket or opposite of under)</p> <p>Try (a rugby try or to put in effort)</p> <p>Shoot (to take aim or a branch of a tree)</p> <p>Racket (sport equipment or noise)</p> <p>Paddle (sport equipment or walking in water)</p> <p>Train (practice or transport)</p> <p>Round 1: Play Pairs (Find both cards with the same word, note the different meanings for the word).</p> <p>Round 2: Quick Quiz (Introduce a word to a team and ask for a meaning, 1 point for the sports meaning, 1 point for other meaning or 2 if they get both)</p>	<p>Cards with the words printed on (make sure each card is printed twice so they make pairs). You might want to laminate these so they can be used more than once.</p> <p>(You could double up and print it 4 times if splitting into 2 groups, or 6 times for 3 groups etc)</p>	<p>Each with 2 meanings to introduce</p> <p>Dribble</p> <p>Bowl</p> <p>Field</p> <p>Bat</p> <p>Over</p> <p>Try</p> <p>Shoot</p> <p>Racket</p> <p>Paddle</p> <p>Train</p>	<p>This would work well before any sports activity, as it is not linked to one in particular. It is more for introducing them to the idea that English has lots of homonyms.</p> <p>This may be best in groups of no more than 5 so everyone gets to play enough. This will probably mean you need multiple sets of the word cards.</p> <p>Indoor or Outdoor provided it's not too windy to blow cards away</p>

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6. Used to or is?	<p>Students guess if statements about sport with the tense taken out ("Fox hunting ...illegal in the UK") are true of the present or just the past. If they think "used to" go to that side, if they think "is" go to the other side.</p> <p>Round 1: Keep going even if wrong and count their total score?</p> <p>Round 2: Students play and get knocked out as they go if they guess incorrectly.</p>	<p>A list of statements about British sports with a gap for "used to" or "is".</p> <p>If someone sporty can help to form these sentences and email them around that would be great.</p>	<p>This will be a mix of vocabulary from the sentences but emphasise to students that they are deciding on the tense.</p> <p>"Used to" (in the past) or "Is" (present)</p>	<p>This may only work with advanced English groups who understand your sentences quite easily.</p> <p>Indoor or Outdoor space</p>

## Other ideas:

Miming (perhaps just the sport, equipment etc rather than whole sentences)

Pictionary, e.g. describing sports equipment for someone to draw and guess or describing the position of a team and equipment on the field

List dictation (students listen to a list of words related to one sport until they guess what it is)

Common ground (students turn over two of the sports-related vocabulary cards that are face down on the table and must say something that the two sports have in common, e.g. "You have to jump in both" or "You wear special footwear for both". They can't use the same similarity more than once.