

Tiina Watts UFLA Presentation Handout 2/13/2020
Fun with Finnish: Making a difficult language comprehensible

Concordia Language Villages
Language Class Activities and Games

VOCABULARY GAMES

Memory Game

Place several items on a tray and let students look at them for a minute or two. Have them close their eyes while you, or a student, removes 1 item. They open their eyes and the first to guess what was removed gets a point. The item is returned to the same spot and the next person around the table removes an item. Variation: take the whole tray of items away and see how many they can write down.

Out the Window

Everyone looks out the window for a few seconds. Then they turn away from the window and take turns naming something they saw. As they are not able to name anything they drop out until there is a winner. Variation: everyone writes down as many things as they can within a certain amount of time and whoever writes the most wins.

Duplication

Take the class outside where you have a few items from nature hidden under a cloth. Show the class the items for a few seconds, then cover them again and have them race to see who can find the most of those items. After the allotted time, have them reconvene and pull the items out from under the cloth one by one while they that have the item call out its name. Have each person say the name of the item and how many they have. The person with the most items wins.

Stocking Surprises

A large stocking is passed around that was previously filled with objects, such as a spoon, toothbrush, ball, etc. and then tied at the top. After passing the stocking around the room, each player writes down what he thinks he felt in the stocking. When time is up, the contents of the stocking are shown and papers checked.

Personal Bingo

Make bingo cards with personal characteristics, such as blonde hair, tall, short, blue eyes, adult,

from Utah, etc. Throw bean bag to someone and everyone puts a marker on one characteristic that person has. They then throw the bean bag to another person, etc. until someone gets a bingo.

Do You Have My Banana?

Students sit in a circle and each has a plastic food item (or some other object). The person in the middle closes her eyes while the people in the circle pass the items around and then hide them behind their backs. The person in the middle opens her eyes and goes up to someone and asks them: "Do you have my ___? She continues asking around the circle until she finds the object she is looking for. That person is the next questioner.

We Belong

Hand out a variety of pictures to each person. Choose a category, such as "clothing." They then go through their stack of pictures and find a picture that fits, stand up, and say what it is. Could make a relay race out of it with points given to the team who finds a picture first.

Categories

Each student has an individual blackboard. Call out a category. They write down an item from the category. You only get a point if no one else writes the same word.

Scattergories

Make a Scattergories game by giving everyone a sheet of paper (or you can make them ahead of time and copy for everyone) with a table drawn on it. In the 1st column on the left write the letters of a 5 or 6 letter word. Across the top write some categories, such as "people in the room," "animals," "song titles," "colors," etc. Each row must start with the letter at the left of the row. See how many spaces they can fill in during a set amount of time. Can count the score by counting how many squares are filled, or can read answers one by one and have them cross off their answer if someone got the same word.

Brainstorm

Call out a category or a letter and students quickly write down a list of words (no proper nouns). At the end of the time limit, whoever has the longest list goes first and reads their list. If someone else has the same word, all of the words are crossed out. After they finish, the next person with the longest list goes next and reads any words that are left. The process is repeated until a winner is found.

I Spy

A person thinks of something that can be seen in the room. Students guess by asking questions.

Concept Bags

Put items from a category into large zip-loc bags, such as comb, brush and toothbrush into one bag; table utensils into another bag; writing materials in another; small tools; articles of clothing; plastic food, etc. Use these for vocabulary activities.

This is a Fork

The leader sends a fork around the circle to the right saying: "This is a fork." The next person has to say, "A what?" The leader answers, "A fork." That person turns to the right and says, "This is a fork." The 2nd person says, "A what," and the 1st person turns back to the leader and says, "A what?" and the leader (the only one who can answer this question) responds, "A fork," and then person 1 turns to 2 and says "A fork," and hands them the fork. The important thing to remember is that the "a what" must get passed back to the leader and the "a fork" passed back to the questioner before they can pass the item on. At the same time, a spoon is sent around to the left. It gets confusing when the fork and spoon cross paths. Remind students that whatever someone says in one ear, they must turn the opposite way and pass that on.

Touch Blue

Teacher calls out a color and everyone runs to touch something of that color (not on themselves).

It's a Snap

Play the patsch (slap tops of legs), patsch, clap, snap game, but use ordered lists. Instead of calling out a name of someone else in the circle, call out a word in an ordered list (such as days of the week, months) and the next person has to say the next

word in the list on the next snap. Could also play it the usual way where everyone is assigned an animal name or some other vocabulary word.

Body Parts

Trace a person's body on large butcher paper or with sidewalk chalk outside. Learn and label the body parts.

Head, Shoulders, Knees, and Toes

Can do with the normal body parts, then have them change the words to different body parts.

This is My Nose

Everyone sits in a circle and the person in the middle goes up to someone and points to a body part (on his own body) and calls it by another body part's name. Then the person sitting down has to do the opposite. For example, the person in the middle might point to his elbow and say, "This is my nose." The next person must point to his nose and say, "This is my elbow." If he messes up or doesn't do it quickly enough, he is in the middle.

Face to Face

Everyone stands with a partner and the leader yells out "Hand to hand!" or just "Hand!" if you want to keep it simpler. The partnerships must do what the leader says. When the leader yells "Change!" everyone must change partners while the leader tries to sneak in. Whoever is left out is the next leader.

Fishing Pond

Students fish for pictures of items or for actual toys, candy, etc. If the student can name the object they keep it. Can use magnets and paper clips.

Animal Name Game

Each person chooses an animal to go with their name. It can start with the same letter as their name, or not—the teacher can decide. The first person in the circle just has to say their own animal and name, such as: "I am Tiina tiger." The 2nd person must say who the 1st person is and then their own name, using full sentences: "She is Tiina tiger, and I am Mary monkey," and then the 3rd person says "She is Tiina tiger, she is Mary monkey, and I am Lisa lamb," etc.

What Did She Wear?

A girl comes in dressed in all she can wear, then leaves. The others attempt to write down everything she was wearing.

Fruit Basket

Divide everyone into groups of 3 or 4 and assign each group a fruit. Everyone mixes up and sits on chairs in a circle with 1 person in middle. The middle person calls out 2 fruits and all those people have to trade chairs while the middle person tries to sit down. They can also call out: "Fruit Basket" and then everyone trades. During "Fruit Basket," you cannot just slide to the next chair. Other variations are "Rainbow," "Zoo," "Family," "World," "Closet," "Farm," etc.

Fruit Bop

Students sit in a circle. Each takes the name of a different fruit (or day, color, month, country, holiday, piece of clothing, etc.). The person who is "it" stands in the middle with a soft bopper (rolled newspaper, bough of a fir tree, etc.). The person in the middle starts the game by calling out the name of one of the fruits. They then try to "bop" the person named before that person calls out the name of a different fruit. Continue until someone gets bopped or calls out a non-existent fruit and then they trade places with the person in the middle.

Uno

This is a good game for practicing both numbers and colors. Write out the various phrases and the names of the cards in the target language on a dry erase board, as well as various phrases they might use, such as, "Your turn," "I won," "Go!", etc.

NUMBER GAMES

Number Relay

Divide the class into 2 teams and have each team line up like a relay race. Put a chair or table at the other end of the hall or room with a bin for each team full of pens, beads or any small objects. The leader yells out a number in the target language and the first person on each team runs and grabs that number of items from the bin and returns to the start. They get 1 point for getting back 1st and 1 point for having the correct number of items. Have

each player count their items out loud. Continue with the 2nd players in line, etc.

Mental Math

Tell someone to add 4 plus 4, subtract 2, divide by 3, continuing until they make a mistake.

Countdown

Prepare set of index cards with tasks on them having to do with numbers: "Count from 1-10," "Count from 2 to 20 by twos," "Count from 50 to 5 by fives," "Count from 10 to 100 by tens," "Count from 1000 to 1550 by fifties." Cards are drawn at random and the student has 30 seconds to complete task. If they fail, they have to do a penalty that is decided on ahead of time, such as humming a song, walking on tiptoe around the room, kneeling at the teacher's feet, etc. Variation: divide class into 2 teams. One student from each team goes to the chalkboard. The teacher reads a series of numbers with one number missing and the 1st to correctly write the missing number wins a point for their team.

Crazy Auction

The teacher, or another student, "auctions" off an object. The price of the object is taped to the back. They keep going, saying "higher" or lower" until someone gets the price exactly right. Can also do this with a clock facing the person in front and students try to guess the time and the person in front says "later" or "earlier."

What's My Number?

Tape number to students' backs. Students circulate through class asking questions in order to find out their number. As they find out their number, they tell the teacher and are seated. Variation: After determining their own numbers, students line up from lowest to highest.

Quick Line-Up

Line up according to height, date of birth, number of people in family, number of cousins, shoe size, years playing piano, etc.

Number Practice

Say a long number in the target language and have them come up in pairs and see who can write it the fastest. Variation: just have one student come up.

Plums

Choose a forbidden number (3 or 4 work best). Students begin to count, one at a time, and when they get to the forbidden number, a multiple of the forbidden number, or a larger number with the forbidden number in it, they must say "plums." For example, 1, 2, 3, plums, 5, 6, 7, plums, 9, 10, 11, plums, 13, plums, 14...

CONVERSATION

Introductions

Have students throw their nametags into a big pile. Each student selects someone else's nametag and moves through the group practicing the introductory dialog (Hello, who are you?) until they find the owner of the nametag.

Ball of Yarn

Get a ball of yarn and tie knots at various intervals. Give the ball to a student and they must speak the target language as they unravel the ball, making a new ball, until they get to a knot. Then they pass it on to the next student.

Pressure Cooker

Select a category or a topic. Give everyone a chance to see if they can fill a minute's time talking about the topic.

Grab Bag

Students pull an item from a bag and have to sell it to the group in 1 to 2 minutes.

Maps

Tape a map on the wall or spread it out on the floor. Have them throw a beanbag at the map and say, depending on where the beanbag hit, "I am from China. I am Chinese. I speak Chinese."

Monsters

Draw a monster according to the directions given by the leader or the group.

Getting to Know You

Set up paired interviews.

- Introduce your partner to the class at the end of the interview.
- Write a biographical sketch about the person you interviewed and make a newspaper.

- Write down unique characteristics about your person on a card and give it to the teacher who reads them one at a time and see who can identify the person in the fewest number of clues.

Inner Circle and Outer Circle

Count off by twos. The odd numbers form a circle, facing inward, and the even numbers form a circle within the other circle, facing outward. The music starts and each circle goes to the right (opposite ways). When the music stops, the students stop and face each other. They converse until the music starts again.

Four Corners of the World

In each corner of the classroom put the name of a place. On the count of 3 everyone goes to a place they would like to visit. Once there they question each other about why they want to visit that place. At the end everyone gives a report.

Who Done It?

A pre-arranged "criminal" enters the room while the teacher is not there yet. They steal the teacher's purse after searching through the room. The teacher returns and asks what happened. Data is recorded on the board.

Sounds of Silence

The leader mimes a logical series of actions while class observes. Students come up one at a time and write on the board what happened.

Face-Off

Divide the group in half and give each group a topic to be argued. Half the class is pro and half is con. Each side brainstorms all possible defenses for their stand. These are written down. Then they debate.

Do You Like Your Neighbor?

Played like Fruit Basket, except the person in the middle goes up to someone in the circle and asks, "Do you like your neighbor?" The person can respond: "Yes!" and everyone tries to change places, or they can say "No." Then they have to say whose neighbors they like. "I like Tom's neighbors!" Then the 1st person's neighbors and Tom's neighbors trade places while the person in the middle tries to sit down.

Insult (or Compliment) Game

Everyone sits in a circle and 1 person is in the middle. They choose 2 people to say something about them (nice or not nice). The person in the middle counts to 10 in the target language while they think (you could assign them to count from a certain number to a certain number, from 100 to 110, or from 2,000 to 2,010). Then the 2 people say what they want about the person (“You are beautiful,” “You are funny,” etc.) and the person picks which one he likes best. That person gets a point and gets to be the next one in the middle.

Get to Know You Race

Have a contest to see who can get the most information from the most people in a certain amount of time, such as where they are from, their age, etc. At the end of the time limit, have each person report on what they discovered.

Question Game

Everyone sits in a circle and the leader starts by asking a question of someone on either side of him. That person must then ask a question of someone on either side of him. The game continues like this with only questions, until someone gets out by either answering a question, or by taking too long to ask a question or by laughing. The person who gets out scoots his chair out of the circle and the game continues from that same spot. The idea is to ask silly questions to make people laugh if you can.

What Happened?

After a brief rehearsal, 2 or 3 members of the group come out and perform an unusual scene. Perhaps 1 of the group starts to sing, another hits him over the head with a book, the 3rd screams and pulls a rug out from under the assailant, all 3 fall down, pat each other on the back, and leave the room, hopping on 1 foot. Following their exit, the others write a report or tell what happened.

Hatschi-Patschi

Students sit in a circle. One (who does not have a seat) goes out of the room. The remaining students choose someone to be “it” or “Hatschi-Patschi.” Call the outsider back to the circle. They go around circle and ask questions, such as: “What is your name?” “What are you doing?” “Where do you live?” Everyone answers with the correct answer,

except “Hatschi-Patschi” who says “I am Hatschi-Patschi” or some answer that corresponds with the question but has the word “Hatschi-Patschi” in it. This is the signal for all the students to stand up and trade places. The person in the middle tries to find a spot to sit. The one who remains without a spot must now leave the room.

GRAMMAR PRACTICE

Time Travel

Draw or tape a line on the floor. One side of the line is the present time, and the other side is past. Read a sentence and have then jump to the appropriate side of the line. Could even have another line for future tense.

Under the Spell

Divide the class into 2 teams. A student from each team goes to the chalkboard. The teacher calls out a vocabulary word or verb with a designated number and tense, such as, first person, singular, “want,” and the 1st to write the answer correctly gets a point.

Jumbled Sentence Race

Write sentences on paper and cut out each word. Mix up the words of each sentence and place each sentence in a separate envelope. Divide the class into teams and give each team an envelope containing the same sentence. See who can put their sentence together first.

Paper Bag Skits

Give each group paper bags labeled “Who,” “What,” “Where,” “Why,” and “When.” In each bag are slips of paper with information related to the bag’s category. “Where” would hold a variety of locations, “Who” would hold people’s or animal’s names, etc. Each group would pick a slip of paper from each bag and make a skit using the 5 slips of paper.

Bag Lady

Put junk or nature objects into little bags for each pair of students. Give them a few minutes to plan a skit based on their objects. Have them perform their skits. Variation: have them use the objects for something other than their actual purpose, such as, a pinecone could be a car, a necklace could be a street, blades of grass are people, etc.

Add On

The teacher gives a command and the 1st person performs the command. Then they give the same command to next person and add one of their own. This continues, each time adding one more command.

In the Manner of the Adverb

Everyone sits in a circle and 1 person leaves the room while the others choose an adverb (slowly, happily, loudly, etc.). You can have a list of adverbs on display for ideas. The person returns and walks up to someone and asks them to do something “in the manner of the adverb.” For example, “Sing in the manner of the adverb!” or “Dance in the manner of the adverb!” or “Play the piano...” etc. The person in the middle has 3 tries with 1 guess after each action. After that, they can keep trying, but people can give hints or make it obvious.

World Map

Draw simple world map outside with sidewalk chalk and label some countries. Call out “I am going from Canada to Mexico!” and see who can get from Canada to Mexico 1st.

Time Around the World

Use the globe or a world map as the focus for your lesson on time and seasons. Show the time zones on the map and ask them to explain why the seasons are opposite in the two hemispheres. Then have each student draw a card with the name of a country on it. The student has to tell what time it is in their country, what kind of weather, and what season it is. Give them a couple of minutes to prepare their responses. Mix up the cards and have them draw again. This time they have to form a line according to what time it is in their respective countries starting with 12:00 am. Start at the beginning and have each student ask the next person what time it is in their country.

Simon Says

Play Simon Says practicing commands (plural or singular).

Mail

Students are seated in various chairs around the room or in a circle, each holding an envelope. Each person is wearing a sticker or name tag with the

name of a city, state, or country on it, or the tag could be fastened to a chair on a pole. The person in the middle says, “The mail is going from Los Angeles to New York,” and the people sitting in those chairs have to get up and exchange their envelopes while the person in the middle tries to sit down in their chair.

Cheerleader Accents

Good way to drill verbs and vocabulary. Pretend you are a cheerleader—shout, stomp, wave your arms, gesticulate through a boring oral exercise.

Yes or No Chair

Set 2 chairs a little ways apart from each other and label one “yes” and the other “no.” Divide the group into 2 teams and number them. Call out a number and then ask a yes or no question using the vocabulary you have been working on. The students with that number from each team race for a spot on the correct chair.

Multi-purpose Grid

Use tic-tac-toe grids for a variety of language activities. Put vocabulary words or verbs into each square for a bingo game. Can play a bingo game with tenses of the verbs and have the infinitives in the squares. Can also use them as a practice for forming different verb tenses.

Grammar Dice

Make large dice out of cardboard (can laminate cardboard first) and attach a Velcro sticker to each side. Attach the other part of the Velcro sticker to a square of cardboard that fits the side of the dice (can laminate these, too). A group of the squares can have 6 verbs, another group can have 6 possessive pronouns, or 6 nouns, etc. Depending on what you want to practice, you can attach the words to the sides of the die and students will roll the die and make a sentence from the word shown.

Bratty Kid

The bratty kid always responds negatively to your suggestions. Give commands, such as, “Drink your milk!” Students must respond negatively. Have them get into pairs and give commands and practice answering negatively.

Image Description

Draw or find pictures with actions, emotions, places, etc. Post the pictures on the wall and have students get into pairs and assign each pair a picture, but don't let the others know which group has which picture. Each group must write out or decide on a description. Then one by one, the groups come to the front and describe their picture while the others try to guess which picture they are describing. Be sure to have more pictures than groups so that the last group's picture isn't obvious.

High Card Draw

Have students get into pairs and give them a deck (or partial deck) of playing cards. As pairs, each student flips over a card and whoever has the highest card gets to give the other player a command and they must follow it. Continue playing with the winner always giving the command and the loser performing it.

Handball

Divide students into groups of three and give each group a ball (or wad of paper). One player is the wall and the other players are the handball players and they sit facing the wall. The handball players decide who goes first and the server throws the ball to the "wall" and asks a 'yes' or 'no' question. The "wall" must answer truthfully. If the answer is "yes," the play continues, if "no," the opposing player gets a point. Then the other player serves and asks a question. The idea is to ask as many "yes" questions as possible. After awhile (or after a certain amount of points), have players switch places.

Grammar Charades

Have cards with verbs or pictures of actions. A student chooses a card and acts out the verb for the other students. The group must guess what he is doing and make a sentence from the verb (or for beginners, just give the correct verb). Can also split into 2 teams and keep track of which team guesses faster. Variation: Rather than writing the verb cards ahead of time, the opposing team can choose the verbs that the other team acts out.

Verb Chain

Have students sit in a circle with each holding an object reflecting a verb, such as a glass for drinking,

a plate for eating, etc. The 1st student makes a sentence using her object (i.e. "I drink milk"). The 2nd student must say what she is doing and then what the 1st student is doing. Continue around the circle trying not to break the chain. Can also do it multiple times and time the group and see if they can beat their record. Can also use other types of sentences, such as holding a picture of a place and giving a reason to visit that place. Can also have the student use present tense for their own action and then past tense for all the others.

Modern Art

All players are blindfolded except the leader and they have a paper and pencil or dry erase board in front of them. The leader says, "Draw a house!" and everyone draws a house. Then they continue calling out other things to draw on or around their house.

Pictionary

Divide into 2 teams. One member of the team draws a word from a pile of premade word cards (a noun, verb, feeling, phrase) and attempts to draw it. The team which guesses the word first wins.

Sentence Completion

The student rolls a dice and must complete a sentence with that many words. Have the beginnings of sentences prepared ahead of time according to what grammar points you are studying, such as "I'm glad...", "I went to the...", "Tomorrow, I would like to..." Can do this as teams or individually. If the student can complete the sentence in the required number of words, she or her group gets a point.

Moving Sentences

Give each student a note card with a word on it from a long, tricky sentence that the class has been working on. Call out the sentence slowly and have them line up in the proper order holding up their cards. Have them mix up and trade cards and see how quickly they can get back into the right order. Next have them put down their cards and use a balloon to continue practicing the sentence. The first person says the first word of the sentence and hits the balloon into the air, the next person has to say the second word before the balloon hits the ground, and so forth.

Teaching a Foreign Language Through Music

“Fill-in-the-blank” activity

Give students the lyrics to a song after having removed certain words and replacing them with blanks. Students listen to the song and try to fill in the missing word. You can also make it harder by just putting blanks on the paper and having them fill in all the spaces.

Grammar practice

Figure out what grammar principles are in a particular song and use phrases from the song to teach those forms. Have them practice the particular words and forms from the song, then create their own phrases and practice them in pairs.

Personality activity

Have students come up with a short playlist of songs that describes their personality. Then they do a presentation in class where they play a short excerpt from each song and tell why they chose it.

Song-writing

Have students get into groups and write a song and then perform it for the class. They can borrow another song’s melody for this activity, if they would like.

Teacher performance

Perform a song for the class or have the class help you write a song. Can also have students with musical abilities perform for the class or accompany the class as they sing.

What Does It Say?

Play a song for the class and have them write down any familiar words they hear. Divide the class into small groups and have them make up a short skit that communicates the meaning of the song. After the skits have been performed, hand out the printed lyrics and explain them to the class. Have the class vote for the group whose skit was closest to the true meaning of the song.

Classical vocabulary

Play a classical or instrumental piece of music and have students write down 5 vocabulary words that they would like to learn that relate to the song

or to the instruments. Have them trade their list with another student and look up the definitions and write them down. Have them trade back. Write the new words on the board.

Orchestra

Give students a picture sheet of various instruments from an orchestra. Teach them the names of the instruments. Have each student stand up and make the sound of one of the instruments and the others try to guess which one it is. Give everyone a copy of “The Orchestra Song”

<https://www.songsforteaching.com/orchestrainstrumentsong.htm> and work together to translate it into the target language. Sing the song together.

Phrase practice

Pick out key words, phrases and slang from a song to work on for pronunciation. Say each word or phrase and have students repeat. Watch for problematic syllables and sounds. Critique their pronunciation and explain how to make the correct sound. This may require communicating exactly how your mouth and tongue are forming the word. Have students practice the sounds they are struggling with. Make sure they are using appropriate intonation and placing emphasis on the correct syllable. Sing the song together and notice the improvement.

Summarize the song

Have students summarize the main idea of a song by writing a few sentences about it or discussing it as a class. What do students think about the message of the song? How is it similar or different from their own culture? Can they relate to the song? How? Bring out any cultural elements that they might not have noticed.

Lyric challenge

Have students sit in a circle and take turns reciting from memory the lines of a song you have been working on in class, in order. If a student cannot remember the next line of the song, they are out. Continue until one student is left. You can also do this with each student just saying one word at a time.

Song skits or stories

Have students get into groups or pairs and write a skit or a story about a particular song and perform or read it for the class.

Singing in the classroom

Have students sing along to a recording and then when they have learned the song, have them sing without the recording, with or without accompaniment. Don't worry if you are not an accomplished singer. Just sing to have fun, or if you prefer, stay in the background and listen to them sing, giving them cues as necessary. If it is a long song, you can make it more interesting by having the women sing the odd verses and the men the even verses and everyone sing the chorus.

Guided listening

Give students a list of things to listen for in a song before they hear it. Here are some examples:

- What is the title of the song?
- What kind of music is this?
- What instruments do you hear?
- What is the mood/atmosphere, feeling of the song?
- What is the tempo/rhythm of the song?
- What words do you recognize?
- Does the song tell a story?
- Does the song have a chorus? What are the words in the chorus?

Guided vocabulary listening

Write vocabulary words from a song on the board and have them write them down on a piece of paper and make a checkmark each time they hear the word. After the song is done, have them tell you how many times each word was mentioned.

Mood music: Have relaxing music from the target culture playing in the background as students come to class or as they are working on a worksheet.

Musical interviews

Have students get into pairs with a list of questions and interview each other. Here are sample questions:

- What kind of music do you listen to?
- Who are your favorite singers, songwriters, or bands?
- What are some of your favorite songs?

- In your opinion, what is the best song of the century?
- When do you enjoy listening to music?
- Do you play an instrument? What instrument? What kinds of songs do you play?
- Do you ever go to concerts? Where? Who was performing?
- Do you know the words to any songs in a foreign language? What songs?
- Do you think that songs can help you learn a foreign language? Why?

You can then discuss some of the answers as a group, especially the favorite songs and genres.

Geography songs

Use a song to teach the geography of your target language. Many songs talk about going to some specific place. Look up the locations on a map and use various verbs and prepositions as you talk about going to and coming from these places.

Culture lesson: Use a song from the target culture and give a short lecture on the culture, with time for questions at the end. Sing the song, of course, too.

Translate the Song

Give each player the lyrics to a popular, fun song from the target language and have them translate as many words as they can in 15 minutes, without using a dictionary or their phones. Have them read their songs. After that, give them the correct translation of the lyrics and take the time to discuss the meaning of the song.

Musical Objects

Place objects in a circle on chairs for every student, except one. Students walk around the circle while music plays (a recording of music in the target language or someone can play guitar and sing). When the music stops, students pick up the object by them. One person will be out. That person must now tell what everyone else has or is doing with their object. Then they can join the person playing guitar and singing, or be in charge of turning the music on or off. Continue playing until everyone has had a chance to speak.

Finnish *Toisto* (Repeat) Method for Refugees

The *Toisto* method of language teaching developed by Maria Ahlholm was in response to the many refugees coming into Finland from Syria, Afghanistan, Iraq, and other places. There weren't enough trained Finnish teachers to meet all of their needs, so a program was created that would:

- Be easy for untrained volunteer teachers to learn
- Cause low stress and low anxiety (since the refugees have enough stress in their lives)
- Be taught without reading (since the refugees came from many different backgrounds—some with a different alphabet and some without much schooling)
- Use practical and simple words and phrases that could be used right away
- Be fun and interactive, yet not too fast-paced

What is a *Toisto* session like?

There are a total of 32 ready-made *Toisto* sessions available on the *Toisto* webpage at <http://suomenkielisanootervetuloa.fi/materiaalit/> A *Toisto* session lasts about 45–60 minutes and is carried out by two volunteers with a group of approximately 10 language learners. The group sits in a circle, with the leading volunteer (L) sitting among the group and another volunteer, the so-called speaking dictionary (SD), standing. Each session consists of simple oral drills on vocabulary and phrases. Drills are carried out by the group members in turn; during a round, each learner produces a word or utterance based on a prompt given by the teacher or the previous speaker. Repetition at the group level is used as often as possible.

L's task is to model and illustrate vocabulary and to run the session by initiating rounds of drills. Vocabulary and phrases are illustrated by repetition in conjunction with gestures and visual aids. L chooses a picture, says the corresponding word, and gestures to the group (flexing both arms in an inviting manner) that they should repeat. A drill is then initiated whereby L turns to the person next to him/her and exemplifies the task in question. This could be, for instance, a memory game entailing selecting a picture card and producing the correct word. After exemplifying the task, L gestures to the first learner that he/she should pass the turn to the next person in the circle. SD moves around the circle so that he/she is standing diagonally behind the speaker who has the turn. SD does not interfere with the progress of the round; should a learner have difficulty with a particular expression, he/she can give SD a sign (a tap on SD's extended hand) to model the expression.

The materials for each session, including a model video, manuscript/instruction sheet, printable visual materials and a vocabulary sheet can be obtained from the *Toisto* webpage. The manuscript consists of a chronological description of the session as well as lists of expressions (types) and materials used in the session. No explicit teaching of grammar is involved. The teacher's verbal input consists almost entirely of the same lexical and phrasal expressions that the participants are supposed to learn. Accordingly, the activities in each session consist of listening, repeating and applying words and phrases that the volunteers model in conjunction with the use of visual aids and mime. The themes are based on what is considered directly relevant to the learners' daily lives.

A typical session is structured as follows:

1. Greeting and introduction
2. Objectives
3. Modeling vocabulary
4. Modeling the 'speaking dictionary'
5. Modeling a dialogue or a vocabulary drill
6. Exercise round
7. Variation
8. Variation II
9. Ending: vocabulary sheets handed to the participants, thank-yous & goodbyes.

Much of the information on *Toisto* was from an article by Tapani Möttönen and Maria Ahlholm called *The Toisto method: Speech and repetition as a means of implicit grammar learning*, which can be found at <https://bit.ly/2v6qF7o> (Many of these ideas could be adapted to other foreign language classes. Contact Tiina Watts at tiiwatts@gmail.com for more translations.)

Below is an example of a daily lesson plan and the handout:

OO KUKA SINÄ OLET? MITÄ SINÄ PUHUT?

OPISKELTAVA SANASTO JA RAKENTEET:
minä olen
sinä olet
hän on
minä puhun suomea/englantia/espanjaa/kurdia/arabiaa/jne.

TARVIKKEET:

- tarralappuja
- kyniä
- tulostettuja kuvia tunnetuista hahmoista tai henkilöistä
- maailmankartta tai karttapallo
- pelinappula
- opiskelijoille sanasto kotiin vietäväksi.

VIDEOILLA KÄYTETYT KUVA:
 joulupukki, Angelina Jolie, Mikki Hiiri, Minni Hiiri, Barack Obama, Elisabet II, Mika Häkkinen, Angela Merkel.

TUOKION KULKU:

TERVEHDYKSET
 Oppilaat ovat isossa ringissä, vetäjä ja avustaja tervehtivät oppilaita yleisesti.

TAVOITTEET
 Tänään opitaan sanomaan "*Minä olen...*" ja "*Minä puhun...*".

MINÄ OLEN...
 Vetäjä esittelee itsensä: "*Minä olen Venla*". Hän kirjoittaa tarralapulle nimensä, panee sen rintamukseensa ja toistaa: "*Minä olen Venla*". Sitten vetäjä kysyy avustajalta: "*Kuka sinä olet?*" Avustaja vastaa: "*Minä olen Noora*".

KUKA SINÄ OLET?
ENSIMMÄINEN KIERROS: Vetäjä kysyy jokaiselta nimen. Kaikille jaetaan tarralappu, ja kykyjensä mukaan oppilaat kirjoittavat oman nimensä. Vetäjä kysyy: "*Kuka sinä olet?*" Kaikkien nimet käydään läpi, vetäjä kysyy aina uudestaan jokaiselta: "*Kuka sinä olet?*" ja osoittaa vuorossa olevaa oppilasta kädellä (ei sormella!).

TOINEN KIERROS: Osallistujat kysyvät toisiltaan nimet. Kysytään nimet uudestaan ringissä läpi. Ensimmäinen kysyy: "*Kuka sinä olet?*" ja seuraava vastaa: "*Minä olen...*". Vetäjä ja avustaja voivat aloittaa kierroksen. Käydään koko kierros läpi, jotta jokainen pääsee kysymään ja vastaamaan.

HÄN ON JOULUPUKKI
1. Vetäjä esittelee seuraavaksi hän-muodon. Vetäjä esittelee ensin itsensä: "*Minä olen Venla*" ja sanoo avustajalle: "*Sinä olet Noora*". Vetäjä ottaa esille jonkun tunnetun henkilön tai hahmon kuvan ja kysyy osoittaen kuvaa: "*Kuka hän on?*" Avustaja vastaa: "*Hän on X*". Vetäjä kysyy samaa muutamasta eri kuvasta, jolloin ei jää epäselväksi, että "hän" viittaa sekä mieheen että naiseen.
2. Oppilaat jaetaan pareiksi selkein käsieläin. Tämän jälkeen harjoitellaan kuvien avulla pareittain kysymään "*Kuka hän on?*" ja vastaamaan "*Hän on...*".

MITÄ SINÄ PUHUT? MINÄ PUHUN SUOMEA
 Kun kuvia on tarpeeksi käyty läpi, otetaan kartta esille. Vetäjä sanoo ensin: "*Minä olen Venla, minä puhun suomea*" ja asettaa pelinappulan kartalle Suomen kohdalle. Vetäjä ja avustaja kysyvät oppilailta vuorotellen: "*Mitä sinä puhut?*" Jokainen saa esitellä itsensä ja kertoa puhumansa kielen. Tätä voidaan käydä useampi kierros. Jos puhuja ei tiedä kielensä nimeä suomeksi, vetäjä auttaa.

PIIRIN LOPETUS: MITÄ TÄNÄÄN OPITTIIN
 Monisteen jakaminen. Lopuksi käydään opitut fraasit vielä suullisesti läpi. Kiitetään kaikkia taputuksen.

KEHUT, KIITOKSET JA HYVÄSTELYT

Who are you? What do you speak?

Vocabulary and forms:
I am
You are
He/she is
I speak
Finnish/English/
Spanish/Kurd/Arabic/
etc.

Supplies:
 Nametags
 Pens
 Pictures of famous people
 World map or globe
 Game token
 Handouts

Session Schedule:

GREETINGS
 Students sit in large circle, leader and assistant greet everyone.

OBJECTIVES
 Today we will learn to say "*I am...*" and "*I speak...*"

I AM...
 Leader introduces self: "*I am Venla*." She writes her name on a nametag, puts it on herself and repeats: "*I am Venla*." Then she turns to the assistant and asks: "*Who are you?*" The assistant answers: "*I am Noora*."

WHO ARE YOU?
 First round: Leader asks everyone their name. Everyone makes their own nametag as they say their name. (Repeat a few times).
 Second round: Participants ask each their names around their circle.

HE IS SANTA CLAUS
 Leader reviews "*I am ...*" and "*You are...*" and then takes a card with a famous person on it (like Santa Claus) and asks "*Who is he?*" The assistant answers: "*He is Santa Claus*." The leader continues with a few more cards. Students get into pairs and practice with the cards.

WHAT DO YOU SPEAK? I SPEAK FINNISH.
 Leader brings out a map and says: "*I am Venla, I speak Finnish*" and she puts the game token on Finland. Go around the circle and ask what everyone speaks and have them place the token on their country. Help as needed.

END OF CIRCLE TIME: WHAT WE LEARNED TODAY
 Give handout (below). Go through the phrases that were learned. Applaud everyone.

PRAISE, THANKS, AND GOODBYES





- suomi
- englantia
- arabia
- kurdi

Minä puhun suomea.
Minä puhun englantia.
Minä puhun arabiaa.
Minä puhun kurdia.

OO KUKA SINÄ OLET? MITÄ SINÄ PUHUT?

TOISTO