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Each three-page **IDEA A–Z** offers an introduction, a **SPECIFIC TOPIC (CONTENT)** used as an example, **MATERIALS, INSTRUCTIONS, LEVELED SUGGESTIONS FOR ADAPTATION** (↓ = how to simplify for lower levels ↑ = how to add challenge for advancing students → = other alternatives), **OTHER AREAS OF APPLICATION**. Some **IDEAS** include **Teaching Tips** and/or recommended **RELATED AUTHORS & EDITORS MATERIALS**.

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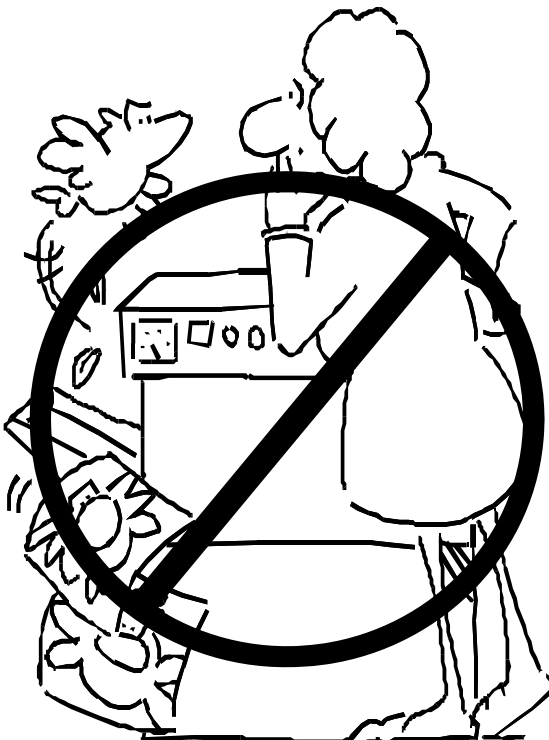
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**DOING WITHOUT
THE PHOTOCOPIER**

**From A to Z:
26 Creative Ideas for
Reusable Language
Games and Activities**

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A Letter to Colleagues

DEAR LANGUAGE EDUCATORS & LEARNERS:

We all know that photocopying pages for student use is time-consuming, expensive, and often illegal! Even so, creative instructors usually want to *supplement* textbook lessons—perhaps to adapt a one-level text to a multi-leveled class, to provide reinforcement and additional practice of textbook material in a different form, to offer the variety and motivation of a change of pace, or to provide more opportunity for student-centered activity. There are always educational and other reasons to “go beyond the text” with IDEAS from **DOING WITHOUT THE PHOTOCOPIER**.

WOULD YOU LIKE TO SAVE TIME, MONEY, & ENERGY?

Because I wanted to supplement the textbooks my students had purchased without violating copyright, I began creating materials in reusable “kits” or “sets.” I soon found that I was not only reducing computer, photocopying, and other costs, but that I was also saving myself and others a considerable amount of time in lesson preparation: once an activity had been created and class tested, it could be reused [1] in the same class on another day, [2] in another section of the same course, [3] in the same course in another semester, and/or [4] to supplement the content of a related course.

For example:

- “Information Bingo” (IDEA H) is an all-purpose getting-acquainted/information-exchange activity that always works as a “warm up” to any language-instruction or content area. In various forms, it can be reused to introduce a new unit of study, such as “work,” “citizenship,” “interests,” “fields of study,” and many others.
- “The Homophone Game” (a version of IDEA S = WORD MATCHING) has been equally successful in high-beginning to low-advanced levels of secondary, adult, and community college reading/vocabulary classes. It has also served effectively as a reinforcing phonics/spelling activity for practical or academic writing lessons.
- “The Expert Game” (IDEAS V and W) has always been well-received—at both the intermediate and advanced levels of reading courses, as well as in writing and speech activities.

Because its procedures involve practice in all language skills, continuous student interaction, and immediate feedback on language performance, it represents an unusually productive, adaptable, multi-leveled, generic *concept*.

DO YOU NEED IDEAS TO ENHANCE EFFECTIVENESS & EFFICIENCY IN VARIOUS EDUCATIONAL SITUATIONS?

The concepts in this **DOING WITHOUT THE PHOTOCOPIER** *Teaching & Learning Activity & Idea Resource Book* are uniquely creative and flexible in their application to the language classroom—*ESL (English as a Second Language)*, *ENL (English as a Native Language)*, *Basic Skills* (sometimes called *Developmental Communications*), foreign languages, and related areas. When used with native speakers, various IDEAS may be suitable to the K through 12 environment as well as the adult-school and community-college classroom. If second-language learners are involved, only some of the concepts will be useful in elementary schools, but the others will be suitable for secondary-school, adult-school, college, and university ESL classes and programs *not* directed at rank beginners.

Whereas the suggested activities in many resources for instructors, tutors, trainers, and helpers may be designed for *one purpose only*—that is, to teach a specific grammar point, a particular group of vocabulary items, a learning principle, etc.—the IDEAS A to Z in **DOING WITHOUT THE PHOTOCOPIER** are much *broader*. Each generic idea is meant to serve as a teacher-training or self-improvement *concept*. For clarity, the examples for each set of instructions are based on *a specific context or topic*, but the suggestions for adaptation to different proficiency LEVELS, the POSSIBLE VARIATIONS, and the list of other AREAS OF APPLICATION are designed to stimulate your creativity.

As you try your own version of each activity, you will learn a lot about teaching, tutoring, helping, and acquiring language. You (and/or your students) will develop unique classroom techniques that work optimally in *your* unique situation(s).

DO YOU FOCUS ON SPECIFIC LANGUAGE SKILLS IN YOUR INSTRUCTION?

The twenty-six ideas in **DOING WITHOUT THE PHOTOCOPIER** are divided into eight targeted areas of language education:

- ➔ SPELLING & PRONUNCIATION
- ➔ GRAMMAR & PHRASING
- ➔ LISTENING & SPEAKING
- ➔ READING SKILLS
- ➔ WRITING SKILLS
- ➔ VOCABULARY
- ➔ CONTENT (SUBJECT MATTER)
- ➔ CULTURE

If any of your courses are limited to one or two language skills (such as listening/speaking only), first try the ideas that focus on *those* areas (such as IDEAS H-K for an *Oral Skills, Articulation, or Accent Acquisition* course). Steps that demand proficiency in or that emphasize *other* skills development can be shortened, adapted, or omitted.

Other suggestions within any generic IDEA of **DOING WITHOUT THE PHOTOCOPIER** may be useful in different situations if you *adapt* the steps; for example, you could substitute *oral presentations* for *composition writing*—or vice versa.

D O YOU USE AN INTEGRATED LANGUAGE-SKILLS APPROACH?

Most of the IDEAS A to Z, nevertheless, involve skills or content *beyond the language-focus area*. For instance, grammatical structure activities include listening/speaking and/or writing steps. IDEA Y: GAME OF WISDOM listed under the category of CULTURE, provides practice in several oral and written language skills, including vocabulary building and the ability to take notes. The purpose of the categorization of IDEAS is to provide a reference point for activity and game choices. Keep in mind, though, that nearly all generic concepts (especially those listed under VOCABULARY BUILDING, CONTENT, and CULTURE) offer opportunities for students to practice *any or all* of the four language skills—*reading, writing, listening, and speaking*—along with *grammar and vocabulary*.

C AN YOU FACILITATE STUDENT-CENTERED LEARNING EFFECTIVELY?

We believe in individualized as well as student-centered and cooperative learning. Thus each IDEA A to Z in **DOING WITHOUT THE PHOTOCOPIER** calls for active learner participation at every stage. After preparing, setting up, and demonstrating each step, you will be free to facilitate the activities, giving individual attention to students at whatever level they are capable of working. You can observe and learn from student interaction. The pressure is off—you won't have to "perform" before a large group of students with different levels of ability, varied needs, and diverse interests.

Best of all, because all students will be involved actively and simultaneously in the learning process, the tedium factor will disappear. Gradually, students will learn to help one another and to take responsibility for their own achievement.

A RE YOU LOOKING FOR WAYS TO ENJOY TEACHING/LEARNING MORE?

We hope the "old-fashioned," classically proven IDEAS A to Z in **DOING WITHOUT THE PHOTOCOPIER** will enliven your methods and motivate your students as they have ours—all without demanding the additional expense, energy, and frustration of *having* to "go high-tech" if you prefer not to.

We hope these **DOING WITHOUT THE PHOTOCOPIER** IDEAS A to Z heighten the efficient effectiveness of your unique, beyond-the-ordinary educational style. Most of all, we hope you *enjoy* making good use of them. Please share them with your colleagues—and let us know what you discover. Please contact us at info@2learn-english.com—and meet us in person. Thank you for all your efforts.

H. E. K-R with A.E.R., Culver City CA

