

# Activities for Verbs

## Gesture that Verb

Gestures work better than anything. My students know a gesture for nearly every verb. I always teach the gestures with the verb in the present tense third person.

It is always fun to act out verbs. You can give them in command forms or keep it simple and just act like you are eating to teach the infinitive “comer.” (to eat)



## Draw That Verb

Have students draw the actions for verbs such as “escuchar” (to listen).



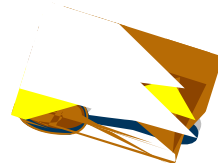
## Is This Statement True for You?

One thing I do frequently in class to review verbs is to have the students stand in a circle. I make a statement. It could be anything. "Yo tengo 3 hermanos." (I have 3 brothers) "Hoy es miercoles." (Today is Wednesday.) "Anoche comí a Famous Dave's." (Last night I ate at Famous Dave's.) I tell them if what comes out of my mouth would be true for them, they are to take a step forward. If it is not, they take a step back. Every time they are moving, I also tell them I am looking for comprehension because I know which way individual students should be moving on some statements. After observing their motions, I try to incorporate personalization. "Oh, Tom, tu comiste a Famous Dave's." (Oh, Tom, you ate at Famous Dave's.) ¿Con tu novia o con tu familia?" (With your girlfriend or with your family?) etc. Another variation of this is to have the students sit in a circle, and I stand in the middle. I make a statement. If the statement could come out of their mouth and be true, then they must get up and move to a different chair. I am looking for a chair immediately after making the statement so I can sit also. Whoever doesn't find a chair is in the middle next and must make the next statement.



## Spoons

I also like to play the card game spoons with verbs. I make a deck of cards with the verb forms (perhaps the preterite, imperfect, present tense, etc.) Each table gets a deck of cards. The first person at the table to fill his/her hand with all forms of the same verb wins and grabs a spoon. I am guessing you have played this before with a regular deck of cards.



## Flyswatter Game

Students love the flyswatter game (I do this at the board, but students can have a set at their tables and work with a partner as well.) The teacher calls out the translation and the students must slap the correct answer on the board (or at their table). The first student to slap the correct translation wins. The answers on the board can be vocabulary, but I most often use verbs and these can be written on the board or written on laminated pieces of paper to prevent tearing – these are then taped on the board. I call out three verbs, students race to see who can hit these first. Those at the front can change with other students in the room or the winner can stay until he/she is beaten. You can play as individuals or as two teams.



## Battleship

Students work with a partner. Each student has a copy of the grid and places three (or more) ships on the grid by putting “x’s” through one, two, three, or four squares. The players then try to “sink” each other’s ships by calling out grid locations in the target language. This is a great game to review verb tenses by calling out conjugations.

### Players will need to use the following phrases:

You missed it!  
You hit it!  
You sank it!  
I win!



### Ships:

Submarine	X
Destroyer	XX
Battleship	XXX
Aircraft Carrier	

## Tic-Tac-Toe

Have the students play tic-tac-toe using verb conjugation instead of “x” and “o”. Each person in the pair has a different verb to conjugate. Each box of the tic-tac-toe has a different subject pronoun. In order to fill in the box, the student must correctly conjugate his/her verb

### Tic Tac Toe

Yo (I)	Tú (You-Familiar)	El (He)
Ella (she)	Usted (You-Formal)	Nosotros (We)
Ustedes (You-Plural)	Ellos (They-all men, men and women)	Ellas (They-all women)

## Numbered Heads Together

This small group activity is excellent for review of verb conjugation. Organize the class into groups of five and give each student a number of one to five. The teacher gives the class a verb to conjugate. The students get their heads together to make sure each student knows the conjugation of the verb. The teacher then randomly calls a number, and students with that number stand up. Then each student must give a form of conjugation of that verb.



## Inside-Outside Circle

This activity is a great way to review verbs. The teacher forms the class into concentric circles: an inside circle facing outward and an outside circle facing inward with each student having a partner. Each student has an index card with a verb to be reviewed written on it. The student needs to tell the meaning of the verb and conjugate it. After 15 seconds, the teacher calls change, and the outer circle moves one person to the right and shares their verbs. This process continues until students have their original partners.



## Verb Races

A verb infinitive is written on the board along with the subject pronouns. The class is divided into teams. The first person of both teams walks quickly to the board and fills in the first form of the conjugation; he/she returns to the line and the second person rushes to the board to fill in the second form. This process continues until the conjugation is complete. The team that finishes first and with the most correct answers, wins. Another way to do this is having the students sit in rows with each row being a team. The teacher gives an infinitive to the first person in the row who must write the meaning. The paper is passed to the second person in the row who writes the first form of the conjugation. The process continues until the conjugation is complete.

