Book of Games - Open Source Document with Activities for All Purposes

Dear teachers,

This document is to aid the teacher in promoting an engaging classroom environment for kids, juniors and teens. At this age children start to become more autonomous and have more of a say in whether they want to continue studying during their ever busier lives so making English class a positive experience is more vital than ever. The short document includes advice on how to foster a healthy environment in the classroom throughout the year; activities useful for younger learners mainly through the use of flashcards; getting to know you games for the beginning of the year; games for diagnosing the students' level at the beginning of the course, general games that can be used for activation and recycling of grammar; games for more involved controlled and freer practice of systems and useful games to make feedback more interesting. This guide also includes activities geared more towards team building and some larger scale cooperative activities that can be used in one class or multiple classes merged together. These are very useful for building rapport in the classroom and as they are freer in scope there is a lot of possibility to exploit emergent language and integrate specific functional language. These activities may also be useful at a language camp or other educational programmes. I made this document publicly available, because I believe an individual cannot have a monopoly over the rights of games in the classroom which they have learnt from other teachers, trainers, books and even self-made games are likely to have been independently made by someone else in any case. Therefore I extend a thank you to every source that has inspired me to put this together.

John Shaw :)

Part 1: General Basics for YLs and Teens - Why Games are Supplementary, Not a Magic Pill

Games are a wonderful way of building rapport and making the classroom a fun environment to learn. However, the frequency, type of games and when you introduce them is key as the biggest mistake teachers make are to over-rely on games so that students become entitled and feel that it becomes their right, rather than a reward or tool to enhance their learning. For the very youngest learners this applies less as the goal is to make the whole learning process feel like a game, but for juniors and teenagers they need to understand that their primary purpose is to learn and study and games are at the teachers' discretion and as a learning aid. Another error is that some teachers play games purely as a reward, or as a classroom management tool, without a communicative purpose which may be more fun, but less productive. This is an even more waste of learning time if the teacher fails to fully exploit games for the functional language that can be used in set up, execution and post-game.

For the above reasons, a truly engaging and conductive atmosphere cannot be created with games alone, even if used in the right way. This part focuses on what other essentials in the classroom need to be mastered in conjunction with games. I have split this into YL which tend to be younger than 10 and Juniors and Teenagers for the older ones.

a) Younger Learners

Starting the Lesson

When students enter the classroom, greet them at the door and line them up if possible. Make eye contact and verbally greet them individually. If they are young, you can give them a high five or simply a handshake. It shows the students that you care about them. It may be worth doing TPR with them outside the classroom when possible to accustom them to high frequency verbs and so that they get into English mode before they enter the magic door to the English lesson. You can play Simon Says and get them to take turns being Simon to make it student-centred. If a student was poorly-behaved in the prior lesson, it gives you and the student a chance of a fresh start on a positive note. It may also be an opportunity for parents to see their kids using English.

Set your classroom up in a horseshoe and everyone can enter at the same time with no dead periods. Start with a familiar 'Hello Routine', e.g. a Hello Song, followed by an activity to review the rules and behaviour system.

Behaviour

All students need structure and boundaries. It is the teacher's responsibility to provide a rewards and consequences system right from the beginning and it needs to be consistently enforced. For younger learners, have beautiful posters with rules and pictures and integrate a 'rules revision game' into the welcome routine at the beginning of every lesson and show them the beautiful stickers they could earn.

In addition to a behaviour system, there are other things you need to get right to deter them from misbehaving in the first place. Firstly in regards to concentration, most activities in the lesson should be no more than five minutes, except for the longer final 'focussed task' which can be a calming creative task that leads to some language production at the end. Any longer than this and the students' will try to act up making the behaviour routine reactive only and increasing the chance of the students feeling a sense of injustice. Furthermore, it is important to vary with 'stirring tasks' and 'settling tasks' so that their energy levels are being controlled.

Another important thing is to avoid dead periods, these are the spaces between activities when the students aren't doing anything. To avoid this, you can set students fast finisher tasks (that are fun and not a punishment!) and get the class to do a mini movement activity between one task and another.

For older kids, you can get them to make normal rules and crazy rules and create a communicative activity where they read out their rules to other students who have to decide if they are normal or crazy. At the end the students can make a classroom contract and sign it, so that they have ownership of the system.

Getting to Know Your Students

The more you know about your students' cultures, extracurricular activities and interests, the more you can personalise your lessons and the more time you spend with your students, the more you will naturally pick up. For this age group it is harder to informally talk to lower levels to find out this information at the beginning, but luckily younger children tend to have similar interests, which is reflected by the themes that most teaching materials cover.

Letting Students Get to Know You

At this age, children tend to care more about talking about their needs and interests than that of others, but it doesn't mean that they are uninterested. You can always use your own real examples when modelling and it is important to encourage the students to use the question form when learning grammatical chunks. Using functional language to express opinions 'me too', 'that's yummy' will help them build up a picture of you as a relatable person and they will remember this. The most important thing though is that they believe that you are friendly, fun and fair.

Student Involvement

Just like with all age groups you want the activities to be as student-centred as possible. This can be done by introducing question and answer pairwork, or the student taking the role of the teacher in games. Even at these ages though, you can make the students feel involved in the lesson by getting them to vote for their favourite games, asking for very simple feedback at the end of the lesson even its it's a thumbs up or thumbs down and there are more creative ideas like giving students roles in the classroom, such as giving out badges for each lesson, e.g. 'Materials Hand-outer', 'English-checker', 'board-cleaner', etc. This gives students ownership of the system and the roles are given out randomly at the beginning of the lesson. One thing to remember is that students are still developing their social skills at this age and it is the teacher's duty to assist with this.

Dealing with Mistakes

Younger students are much more resilient when it comes to hot error correction as long as you correct in a friendly manner. You should be wary about correcting written work. I advise students to use a pencil so they can rub out mistakes and fix them. When it comes to some freer practice task like a poster they may take offence to you ruining their artwork while their parents might take issue if you don't correct the mistake. If you can get the student to repair it then great; if not, it might be worth paperclipping the correction on a separate piece of paper that doesn't ruin the work of the child.

Setting Homework

When it comes to YL doing homework, the parents need to be involved. At the end of the lesson, the homework should be clearly demonstrated and ideally the students would record the homework themselves. Creating a homework diary or a piece of paper that can be glued into the workbook and leaving clear instructions is a must, so the parents can help and check that everything is in order. With Younger learners, I check homework individually with them while the students do a 5 minute controlled revision activity from the last lesson after the 'Hello' and 'Rules Routine' and reward their work with a sticker.

b) <u>Juniors and Teens</u>

<u>Starting the Lesson</u>

It is quite likely that students will enter the classroom early or turn up late. As they get older they have other responsibilities and a wider range of motivations. One tactic is to have a lead-in game in preparation for the lesson's material, or a game to review what you did last lesson. The point being that it motivates students to come on time and latecomers do not miss key input. If students arrive early, you can include a brainteaser game that they can work out on their own or in teams, or if the teacher is ready, there could be conversation to increase rapport.

<u>Behaviour</u>

As students get older it can get harder to enforce rules, especially if the class is extra curricular and stickers are likely to be ineffective unless they are some really fancy cool ones related to their direct interests. If the school or language centre has their own set of behaviour management systems, then integrate yourself into it. If not, then here are a few things that can help. Turning behaviour into a competition can be productive. For example, if tables compete against other tables for points from task involvement and completion you can keep a constant tally. At the end all the teams can vote for the final game and the more points they have the more influence they'll have. One teacher kept a tally over weeks and gave the tables fake money which they could cash in for stationary in a communicative market task at the end of the month.

Regarding the rules, I find a classroom contract works best. The way I set it up is to first revise modal verbs for rules and adapt it depending on the levels of the students. I then draw a grid saying crazy rules and normal rules and I read them out and they need to sort them into the correct category, for example 'I can sleep in the classroom'. Some students may troll, but this model gives them an idea of how to do the next part. Individually they need to make their own normal and crazy rules using different modal verbs and then they partake in a mingling task where they read out their rules and the partners need to work out if it's normal or crazy. The next part is regrouping the students into teams and they need to think of x rules they need to follow and x rules for the teacher to follow, brainstorm some serious ideas about what they want from a teacher; for example help if they don't understand, a game reward if they do their homework, etc. Groups will then make a draft and then mingle with other groups to see if they have the same ideas, or if they like or don't like others suggested. At the end the groups can vote on the rules they like best for them and the teacher, everyone signs it and it becomes the classroom contract which you can enforce in any "point games" . The idea being that it is harder to break rules that they have made themselves, the fact that they are disrespecting the teacher who follows their side of the bargain and the fact that you gave them input and heard what they expect from you should be good for rapport.

<u>Getting to Know Your Students</u>

This tends to be easier with older students who are better able to converse, but it's the same process as the younger ones essentially. One good way to initially learn about your students is to set up standard 'getting to know you' tasks and another way is a simple student-led interview activity that I like. I usually staple three sides of two A3 pieces of paper together to make a homemade portfolio folder. I personalise it with my name and pictures of my interests and get the students to elicit what I like and ask follow-up questions. I then give the students the same task to do and get them all to interview each other, providing feedback on language after each turn. While monitoring I make notes about all my new students. The final product is a portfolio where students can store any handouts or loose pieces of paper.

Of course throughout the lessons you will get to know them better. However, one thing to be aware of is that older students can be shy to open up in front of you with other students around who may be judgemental, so opportunities for creative writing and personalised feedback forms that will only be read by you can help some get across their true passions that they wouldn't usually share.

Letting Students Get to Know You

How do you want your students to perceive you? Only you can answer this question. In most cases students are curious about their teacher and a good relationship will lower their stress and make them trust you more. In addition, you can often use yourself as a tool in the classroom. To introduce a new topic, you could give students a quiz about yourself or where you are from before they talk about themselves or their home. You can even encourage them to ask you questions so that they can practise question forms. If other classes are studying at the same time, they could interview the other teachers and the administration too. In exam classes at the beginning of the course, I sometimes give the students some homework option of creating the same task for me in their language to test my knowledge. Not only does it show that I have an interest in their language, but also that I'm willing to have a more equal relationship with them. Importantly it is also a useful way of getting the students to think about how these tasks are designed and what it is actually testing.

Student Involvement

As in all communicative classrooms you want activities to be student-centred, to maximise pairwork and ideally for the content to be generated from the students as much as possible within the constraints of the class and language aims. One way of doing this is setting expectations at the beginning of courses, modules and lessons and trying to get the students to engage and contribute about the topic and materials.

Student Autonomy

- Importance of note taking
- The importance of asking the teacher questions
- What resources can be used for self-study

Don't Openly Judge Your Students

When students feel like they are being judged, they feel stressed lowering the affective filter for learning and they distrust the person judging leading to a critical chance of rapport being damaged in the short and long term. It's easy to label a student lazy or having behavioural problems. Doing this is the easy way out when you could actually see it as a challenge. Get regular feedback, after class ask why they are behaving in this way, ask administrators or parents to help you in the process or tell you about an underlying problem. Once you know, you can ask management to help. Maybe colleagues who have had similar problems before can share their solutions. In any case, remain positive with the student and the class and provide them with a positive example of how a person should behave towards others.

Admitting your Mistakes

I strongly advise not making mistakes, especially major ones at the beginning of the course when students are still forming an opinion of you. First impressions are very important. However, telling the truth is a lot better than getting caught out lying. Admitting your mistakes can show your human-side and approachableness. It also demonstrates that making mistakes is a normal part of the classroom and we learn this way. It encourages a growth mindset culture and we learn from those mistakes.

Dealing with Mistakes

As students become older, many start to become self-conscious and have a fear of losing face in front of their peers. Ways of dealing with this is encouraging anonymous self-correction though methods like delayed feedback or games. Maximising pair-work also helps when students make mistakes, because it is not only the individual making the mistake. Nevertheless in the long-term you want to encourage an atmosphere where students feel comfortable making mistakes.

Celebrating Success

If the class reached a goal then be sure to celebrate it. This could be something as simple as behaving well and being productive in the class. You could spend the final five minutes playing an English or revision game to end this class on a high. If you have got your class to feel comfortable discussing their personal lives, maybe someone has achieved a personal success in English or another aspect of life and everyone can celebrate this somehow. Older students can play a part in organising celebration lessons like Halloween, Birthdays and Christmas, such as bringing in snacks and other decorations or English board games.

Setting Homework

Teenagers around the world tend to get a lot of homework at school and may need to participate in multiple extracurricular clubs out of school. While the most dedicated students will do homework out of academic principle, others can be harder to motivate. It is essential that students do homework if it is calculated in the course and needs to be recorded, or questions could be raised by the school or parents if they do not reach the attainment grades they expected. While it is second nature for many teachers to adapt the coursebook and make activities more interesting and communicative, very few teachers will adapt a homework book; consider how you can make homework more fun and the feedback more communicative. During the feedback you can integrate pairwork to add communication, but what makes students more willing to do the homework and be active in the homework are often games that would usually be used for feedback in the classroom. Only those who did the homework can participate though, while those who didn't have to watch and fill in their answers (but still record the homework as unfinished in the diary and let administration know.)

Games and Activities

To reiterate, the purpose of this book is all about improving the lesson using games and activities. It's important to develop positive relationships with your students, but also in a way that actually gives the students opportunities to practise English. Sometimes this can be through competition as it is a motivation, but in other cases cooperation is the core feature and the latter can help break down barriers of shyness and embarrassment. Finally, using games in the classroom gives your students a very powerful reason to come to your class; it's fun.

Part 2: Games for VYLs and YLs - Drilling Games, Flashcard Games and Literacy Games

Name: Drilling Games (For language input and consolidation)
Age: Kids
Level: Varied
Materials: Flashcards

Drilling games are ways to get kids to repeat lexis, but in a fun and meaningful way. It is important to do this before presenting the spelling as English has many words that do not sound as it is written. If they initially mispronounce a word it can lead to fossilisation. It is also important to teach students chunks rather than individual words; for example (What is it? It's a…..) This will make combining chunks of language including the correct use of articles easier. This is especially the case for languages without articles. Remember to mix up choral and individual drilling if you are teaching in a group.

1) Changing the speed - Get the kids to repeat the lexis quickly and slowly. (low level)

2) Changing the tone - Get the kids to repeat the lexis with high and low voices. (low level)

3) Change the volume - Draw a scale quiet to loud and get kids to repeat the lexis, then move the toy up and down the scale to keep it challenging. (low level)

4) Change emotion - Get the kids to say it in a happy, angry, sad, etc way. It's fun and it teaches them about correct intonation in the right circumstance. (low level)

5) Broken Telephone (sometimes known as telephone whispers) - the first kid is shown the picture and told the word and they need to whisper it to the next student along the line and the final student shouts out what they heard. It's funny and good listening practice, but the danger is that students get upset if someone makes a mistake, so you need to make it clear that mistakes are fine and funny in this game. (low level)

6) Chants - Create a catchy chant for students to learn to practise the vocabulary (low level)

7) Backchaining/Frontchaining - A student say the lexis, then the next one has to add to it to make a sentence or a story (higher levels)

8) Chaining - Student says the lexis, then asks another question about the flashcard for another student to answer. This way students can revise objects related to the vocabulary and other grammar chunks. (higher levels)

9) Lip Reading - Show the student a card and he has to lip read it and the rest of the students have to guess what they said (higher levels)

10) Famous people and heroes - Students drill in the same manner as popular cartoons, movie figures and famous people using a picture or the name as the prompt. (all levels)

11) Count and repeat - Someone sets a number and the class needs to repeat the target language as fast as they can adhering to the number. (all levels)

12) Count and draw - An extension of count and repeat. The teacher models the repetition and the students need to draw the target language on a piece of paper very quickly. (all levels)

13) Stick person drilling game - The class is split into two teams and the teacher draws two stick people on the board. The teacher asks the teams to add a personalised piece of clothing to their stick person. The teacher chooses a chunk that includes the target language and both teams have to drill them. If a team does it accurately they get to remove a body part or the item of clothing from the opposing team's stick person and this repeats until the stick person has disappeared. (higher levels)

Name: Flashcard Games (For Language Consolidation)
Age: Kids
Level: Varied
Materials: Flashcards

These games help students remember the target language, but remember that it is not only the activity that has to be language rich. The setup, the feedback and collecting in the materials can be made into chunking practice.

1) Slow Reveal - Turn the flashcards around so students cannot see them and slowly reveal the picture.

2) Fast Flash - Same principle but very quickly show them the card and then hide it.

3) Run to the Flashcard - place the flashcards around the room and get students to run to the vocabulary you shout out, students take turns telling other classmates to run to other cards.

4) Song/Chant Listening Exercise - Use a song/chant (either from the book/internet/or self made) and give students flashcards. They need to hold one up when they hear the word in the song or chant.

5) Jumping Game - Put the cards in a line on the floor and students need to jump over them and say them.

6) Touching Game - Ask students to touch x card with their elbow for example.

7) Passing Game - Students stand in a line and pass cards and say them, under their legs and over their shoulders consecutively for example.

8) Spin and Say - Line up flashcards in a circle and a student spins around and says the card that they land on.

9) Crossing the Bridge - line up the flashcards in a line on the floor. Both teams stand in a line on opposing sides of the cards. A member of each team takes a step forward drilling the target language on the card as they pass until they meet each other. When they do, they need to play rock, paper, scissors to see who will advance forward. Other players are introduced to the game at this point and they march forward until they meet an opposing player as before.

Name: Activation Games (Practising the TL in context)
Age: Kids
Level: Varied

Bingo - Each student has a different bingo card with different vocabulary and the teacher uses full chunks to read out the lexis. The students need to circle this word like real bingo. The first to fill their card gets a high five.

Snakes and Ladders - This can be done for single words or chunks of language by including them on the board. The students will need to learn how to play the game and be given functional language for playing a board game like it's my/your turn, yay, oh no, etc.

Fly Swatting - The Target language is on cards on the floor and the students need to hit them with a fly swatter and make a chunk or phrase using the target language.

Fishing - This involves making cards and putting a magnet in them, then creating a fishing rod connected to a magnet. The students pick up the cards and make chunks or phrasing from the language they successfully fish.

Go Fish (Am) / Happy Families (Br) - In this game students are given a mixture of different themed cards and their need to collect a family of cards, e.g. fruits, vegetables, family members, etc. To do this they need to ask a person sat near them, "Have you got / Do you have _____ (e.g an apple) and if that person has it, they need to reply, yes I have / Yes I do amd pass them the card. Once a student has a 'full family' they put that pile on the side' This game is good for activating new target language while revising older ones.

Bean Bag Toss - Place the cards with target language on the floor and the students needs to throw a beanbag and land it one one of the cards

Dominoes - This can be done with cards and you can work at syllable or collocation level. Play just like the normal game of dominoes. There are many domino generators online and this game gives the opportunity to practise board game functional language.

Hangman - I recommend a child-friendly version of this game for YL. Instead of the gallows, I draw steps going down to the bottom where there is a monster and a shark and every incorrect answer moves you down the stairs. For first years it's a good opportunity to pre-teach the alphabet and I'd recommend writing the alphabet on the board and circling correct letters when they say them and crossing out incorrect ones.

Name: YL Literacy Games

One way of practising literacy is for students to make their own picture book and practise each letter every lesson. This can be nice for those that like art or writing, but for others it reminds them of writing lines at school and isn't very engaging. Consider the following ideas to spice things up:

Feet drawing - I've seen teachers encourage students to draw with their fingers in TPR. This is nice as a productive recognition skill, but this will be reversed for those looking at the student draw with their finger. Drawing a lesson with your foot always for production and also reception for other students.

Back drawing - Whether this is appropriate will depend on culture. The idea is that a student uses their finger to write a letter or word using their finger on the back of another student and that student needs to recognise what is written.

Part 3: Getting to Know You and Diagnostic Games

a) Getting to Know You Games

'Getting to know you' games are really important as first impressions mean a lot. It's a chance to show that the lessons are going to be language-rich, but also fun and communicative. It is also a chance for the students to learn about their teacher and each other and start the process of building rapport.

Treats for the Kids!
Age: Juniors
Level: All
Materials: Some chocolates (or alternative) and a set of age-appropriate questions

Begin with the children seated randomly or in a circle. The leader asks questions and if a student can respond positively, they stand up. You can stop at any time or wait until all the kids are standing. At that point, say, "Everyone needs at least one chocolate a day!" and give each participant a chocolate." You can use the following list of questions or make up some of your own:

• If you travelled to another state or country for your last vacation, stand up.
• If you have a brother (sister), sit down. If you are the youngest (oldest) of all the children in your family, stand up.
• If you own a pet, sit down.
• If you have a sister, stand up.
• If your family owns a computer, sit down.
• If you live in an apartment, stand up.
• If you are in _____ grade, stand up.
• If you have blond (brown or black) hair stand up. (You can use this as the last question and use all three colours if you wish to give a chocolate kiss to every child playing.)

Name Tapping
Age: Juniors
Level: All
Materials: no

The children sit in a circle facing each other. Choose one child to be "It" first. This child walks around the outside of the circle tapping the heads of the other children, saying their names. The leader can prompt this child, if necessary. Choose a group name – the name of a flower works well. The second time around the circle, if there is a name the child playing "it" cannot remember, they can say the group name. The child whose name is not remembered becomes "it." They now walk around the outside of the circle tapping heads and saying names. Continue until all the children appear to know the names of all the group members.

Name My bear
Age: Juniors
Level: All
Materials: A printout of a bear or other animal suitable for colouring and crayons or coloured pencils.

The goal of this activity is to help each child realise how unique they are and to share with other children in the group. The leader will ask questions and the answer determines which colour the children will use to colour a particular part of the animal's body. For younger children, use fewer questions.

Questions
• Do you have any sisters or brothers? If you have a sister, colour the animal's tummy red. If you have a brother, colour it blue. If you have both a sister and a brother, colour the animal's tummy purple.
• Do you have any pets? If yes, colour the animal's feet green. If not, colour the animal's feet black.
• What do you like to do most, read a book or draw a picture? If you like to read a book, colour the animal's nose grey. If you like to draw a picture, colour the animal's feet orange.
• Do you like summer or winter best? If you like summer best, colour the animal's fur brown. If you like winter best, leave the animal's fur white.

When the children are finished, have them look at one another's animals and spot similarities and differences by asking each other questions, why did you colour x green? etc.

Our Names Book
Age: Juniors
Level: All
Materials: a thin, long rectangle of colourful paper and crafty materials – crayons, glitter glue, ribbon, buttons, etc.

Give each child a thin, long rectangle of colourful paper. Have the children write their names in big letters on their strip of paper and then decorate it any way they like. After the children finish their creations, have them share what they have designed. Then, when all the glue has dried, staple the pages together inside a colourful cover. This works especially well for a class or group that meets more than once. As new kids join the group, they can add a page to the "book."

Octopus Tag
Age: Teens
Level: All
Materials: no

A fun and frantic variation of tag, you will need a large area with boundaries set. This game pairs hand-in-hand teens. One pair begins as "It" and runs to catch another pair. Once they catch a pair, they join the first pair. At this point, only the people at the end of the line may tag others. However, if the line breaks, a catch is invalid. Also, if a running pair breaks their hold or runs out of bounds, they are automatically caught. If you have a very large group, you can start with two or more pairs serving as "It" and use this as a team game.

Who Am I?
Age: Teens
Level: All
Materials: a 3 x 5 card for each teen

Give each teen a 3 x 5 card and have them write their names at the top and four things about themselves they are sure no one else in the room knows. Collect the cards and hand out paper and pencils to each player. Give everyone a lined piece of paper and tell the teens to number each line. Read the cards one at a time and have the teens write down to which they believe the card is referring. When you have read all the cards, have the teens exchange papers, and read the correct answers for the teens to check the sheets. Whoever has the most right answers is the winner.

Name and Number Game
Age: Teens
Level: All
Materials: a 3x5 card for each teen

Another game using 3x5 cards, this icebreaker game will help teens get to know each other and get the group ready for whatever activity or event comes next. When teens first arrive, provide each with an index card. On one side, have them write their name and on the other side, give them a number. Make sure you keep a master list of everyone's number and name. Have teens mingle, introducing themselves to each other. Make sure you tell them to meet as many other teens as possible. After everyone arrives, give the players a few minutes to mingle. Then have each guest turn their name tag around so only their number is showing. Give each teen a piece of paper with only the numbers on it and have them fill in the names of each person next to their number. The winner is the one who gets the most names right.

Human Pizza
Age: Teens
Level: All
Materials: 3 x 5 cards, write pizza ingredients on each card

An icebreaker game that works well for a larger group of teens, you need to prepare ahead of time. Using 3 x 5 cards, write pizza ingredients on each card making sure you have enough for each teen. All the ingredients needed to make one pizza will make up one team. Tape the cards to the teen's backs, making sure they do not know which ingredients they have. They are to form themselves into groups with each group having all the ingredients and toppings for a pizza. The trick is, they must do so asking only "yes" or "no" questions. The first group to do so is the "winner."

You can use the assembled teams for other games and activities. This concept can be adapted for all sorts of things, for example when getting students to work in new pairs you can give them cards to find their new pair (salt and pepper) (apples and pear) (cats and dogs), etc…

<u>Name and Action</u>
Age: All
Level: All
     Materials: no

This is an adaptation of the game snowball where a student says their name and a fact about themselves, then the next students have to remember the subsequent people before mentioning themselves. Children, teens, and adults enjoy this game because it gives each person a chance to be noticed and remembered. If your group is more than 12 – 15 people, divide the people into two groups. Let your group(s) know that they will say their name, and demonstrate some type of an action that the group can do. Start with a leader who can demonstrate what to do:

Example: "My name is Michael," (action) swings a pretend baseball bat. The next person does player one's name and action, "Michael," (action) swings a pretend baseball bat. Then, adds his or her own name and action, "I'm Nichole," (action) does a dance move. The third person begins with player one and two's names and actions "Michael," swings a baseball bat. "Nichole," does the dance move. Then says his or her own name and does the action, "My name is Brittany," (action) sings in an opera-like voice, etc.

If this is a bigger class, it would be ideal to split them into smaller teams so they can race each other adding a competitive element. This gives you a chance to do delayed error correction and shuffle the teams for task repetition.

b) Diagnostic Games

These still have a GTKY element to them, but they are often designed with the purpose of getting a vague idea about the students strengths and weaknesses.

Bomb (Grammar/Lexis)
Age: Juniors and Teens
Materials: Some objects that groups need to pass around + A Timer for the teacher
Level: All

This is a variation of hot potato. Split teams into groups of 3 and 4 and put them in triangles or squares facing each other.

On the board write an example - I like _____. The students need to finish the phrase and pass their object to the next person just like a hot potato. The teacher has time and they set a secret countdown. The teacher makes notes of any mistakes privately and shouts BOOM when the counter hits 0. The one holding the object is 'out', but this doesn't mean being excluded from the next round, instead they need to exchange groups in place of someone else who is 'out'. The teacher can then do delayed error correction, e.g. I like cat(S) and swim(ming) and then in the next round use the phrase (I don't like_____). The key of this game is to keep on upping the level of grammar to understand what they know and what they find challenging, e.g. different tenses, conditionals, etc.. You can also identify stronger and weaker students through this activity.

Schedule Running Dictation (Reading + Speaking)
Age: Juniors and Teens
Materials: Topics/themes written on paper and posted around the wall.
Level: All

If you know what you are teaching in the book/course, you can set up a running dictation task when you give words associated with the topics to pairs of students in a list and put the topics they correspond to all the walls. The students need to match them. This activity tests students basic literacy, but can be expanded into a discussion task where the students say which are interesting or less interesting. In this way you can tell the students that we'll be doing these topics. I understand these ones are less popular, but I will do x, y and z to try and make them more palatable when we come to them.

Picture Dictation (Listening + Speaking)
Age: Juniors and Teens
Materials: Paper, whiteboard and markers
Level: Pre-Int+

Pre-teach students prepositions of place in a picture on the whiteboard. It may also be worth playing a pre-game focused on adjectives.

The teacher describes a picture to the students. In the centre there is a _____. Next to it/to the left/to the right/under/above etc/ (Teach the students how to use functional language like - could you repeat that, did you say _____. At the end everyone shows their pictures. This is the model stage. After this, the students draw their own pictures and then describe to their partners that they have to draw what is explained.

Distraction (Speaking)
Age: Teens
Materials: Whiteboard and Markers
Levels: Pre-Int+

Write a small text about you on the board. E.g. My name is John. I am from England and I like football, cooking and anime. The task is for the teacher to copy this information onto a piece of paper. However the students' task is to stop the teacher from writing. To do this the students must ask you a question. Once asked the teacher needs to stop writing and answer the question fully before trying to continue copying over the text. This encourages the students to lose their inhibition to ask questions because it's made into a competitive game. Afterwards put students in teams of 3. One person has to copy over a text while the other 2 distract them by asking questions. Each round is time and the person who answers in the shortest time is the winner.

Portfolio (Speaking and Literacy at low level)
Age: All
Materials: Portfolio (Two A3 pieces of paper stapled at three sides)
Levels All

The teacher should make a portfolio (see materials) and decorate it with their name and labelled pictures with hobbies and interests. As a model the teacher elicits questions and follows questions (using the board) from the class. After this model, the students are to decorate their own portfolios and this can be followed by a mingle activity where students get to know each other using the elicitations from the board as a guide.

Part 4: Games and Activities for Recycling Grammar and Vocabulary

Hangman

Age: All

Level: All

Materials: Board and Marker

https://www.youtube.com/watch?v=cGOeiQfjYPk - How to play hangman

This is one of the most simple games, but very useful for literacy. You can adapt this game to lower ages by drawing a set of stairs leading to a monster instead of drawing the gallows. You can adapt the game to lower levels by drawing the alphabet on the board and rubbing out that letter when a student says it.

Broken Telephone

Age: All

Levels: Lower-Medium

Materials: N/A

https://www.youtube.com/watch?v=4H8hcvNeWtg - Avengers Playing Broken Telephone

This game was traditionally called Chinese Whispers in Britain. One student whispers a word or phrase into their partner's ear one time until the end of the chain. The aim is to keep the phrase correct, but often there is a mix up. Alternatively you can have two lines and see who can finish first like an adaption of this game (electricity): https://www.youtube.com/watch?v=gDkdSODhAZM

Alphabet Race

Age: All

Levels: All

Materials: Board, market, paper.

Write the Alphabet on the board. This game can be played individually, in teams, or as a whole class. For every letter students need to think of a word and complete the alphabet as quickly as possible. You can raise the challenge by having specific kinds of words or themes they are allowed to use, e.g. only nouns, about sport, etc.

E.g. fruits:

A - Apple

B - Banana

C - Cherry

Boom
Age: All
Levels: All
Materials: Any object
https://www.youtube.com/watch?v=yMAUMBe8h_s - Example of Boom

For this you need some object like a ball or a pen, or anything. Basically the students have to say a word for a certain topic and pass the bomb along and not be holding it when it explodes. Firstly:

. Put the students around a table, or in a circle, or horseshoe set-up.
. Give the students icqs: Can you repeat answers (No)? How much time do you have (30 seconds)? What happens if you're holding the ball after 30 seconds (you "die")? You can change the time limits or even not tell them the time limit to increase suspense.

This can be played either in an elimination format (i.e. students who "die" have to sit down - and can't play again - until only one student is left), or in a point tally format (i.e. you write their names on the board and give one point every time someone "dies", and then continue playing with everyone involved; the student(s) at the end of the game with the fewest points win(s)).

If the class is big enough you can have two smaller groups and the students who "die" have to switch groups. This is a good way to shuffle students into new groups at the start of the lesson. The questions can be vocabulary-based (e.g. jobs, toys, clothes, animals, things you bring to the beach, things you see in the Moscow Metro, things you can buy at Auchan, etc.) or grammar-based (e.g. complete the following sentence: "Never have I ever..."; complete the following sentence: "If I won the lottery,..); it's really up to the teacher.

Categories
Age: All
Levels: All
Materials: Board and Marker

This game can also be played individually or in groups. It is a similar concept where students have to remember words, but this time you can choose which letters and extend the number of categories.

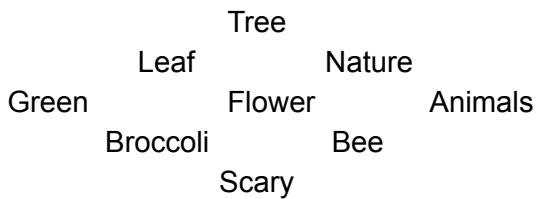|	Sport	Food
A		
P		
S		
F		

<u>Word Diamond</u>
Age: All
Level: All
Materials: Board, Marker and Paper

This begins as an association game, you or a student can pick a word. You then write the word on the board, e.g. the word tree as shown on the example below.Then the students need to decide two words which associate with these words and justify them (Leaf - they grow on trees; Nature - trees are in nature), then you can draw the words on the board as shown below. Next, they need to find associations with these words, but also an association that can apply to both of these words which will go in the middle of the words (E.g Leaves are green; animals are in nature; flowers have leaves and are in nature). At this point you have reached the middle of your diamond. They then need to work backwards by finding associations until you reach one word again (Broccoli is green and they have flowers; Bees are animals and they like flowers) and finally (Broccoli and bees are scary).

```
                    Tree
            Leaf            Nature
    Green           Flower          Animals
            Broccoli            Bee
                    Scary
```

After this point you can split the class into two teams and then they need to make a story or nine sentences with gaps in them. The gaps must be these words. After completion they need to read out the sentences with the gap and the other team must answer with the correct words, e.g,

My mother always told me that I had to eat _____.

<u>Taboo/Alias</u>
Age: All
Level: Middle to High
Materials: Slips of paper

In this game students need to explain vocabulary on their card (which you make) without saying the word itself and without showing their partner. There are many variations to this game. It can be done simply in pairs or groups to revise a topic or it could be made into a game.

An example is putting the words face up and you or a stronger student reads out a definition, and students have to grab it as fast as they can. Do that until there are no words left, and the student with the most cards wins. After that, the words can be put into the middle, face down, and divided equally amongst all the members of the group. Give them a starter sentence on the board (e.g. When John woke up that morning, he had no idea it would be such a bad day.), then have them tell the story, one sentence at a time, in a circle, with each students using one (and only one!) of the words in their hands every time it's their turn (they put the word down on the table after they've used it.

Back to the Board
Age: All
Level: All
Materials: Board and Marker

In this game a student sits in the teacher's chair facing the class and the teacher or a student writes a word on the board for the whole class to see. Similar to taboo, the class then needs to explain the word to the student without using the word itself. This can be made more competitive this way: https://youtu.be/tMbGUBkWJZU

Simon Says
Age: Kids/Juniors
Level: All
Materials: N/A

This is another old game. All you need to do is pre-teach all the actions you will use like: jump, spin fly, sit down, stand up, sing, dance, cry, laugh, wave, touch something _____, sleep, wake up, have a shower, brush your teeth, run, stop, hop, skip, swim, etc…

All you need to do is do a few demo rounds where you say _____ says….. Then a few times when you don't say your name until the children realise. It is important they all realise before you start competitively, because of issues with fairness. After the students become familiar with the vocabulary, they can become the teacher.

Bolda/Boggle

Age: All
Level: All
Materials: Board and Marker

If you or your school is lucky enough to have the game boggle then you can play this game with them. However, most of us just have a board and a marker to play with. In this case I recommend the game 'bolda' from a Russian game show. Basically you have a square with letters randomly placed around the grid.

	A		P
T			
		S	
	L		E

Each team then has to add 1 new word to one square each time to make a word. The longer the word, the more points you receive.

	A		P
T			C
		S	A
	L		E

Team 1
Sea - 3 points
Team 2
Case - 4 points

This game on a larger grid can also be used as a feedback game throughout the lesson. Everytime a member of the team answers a question correctly then they or their team can have another turn.

<u>Word Square</u>
Age: All
Level: All
Materials: Board, Marker and Paper

This is a short game which could be used as a warmer or cooler. The task is to finish first. You write a word diagonally on your grid and then the student or team has to finish unique words horizontally using the letter already there. E.g, 'fire'

F	O	R	T
T	I	M	E
S	U	R	E
H	O	M	E

<u>Bingo</u>
Age: All
Level: Lower levels
Materials: Bingo Sheets

There isn't much explanation for this game and there are a bunch of pre-made bingo games on the internet, which can be printed out for a range of vocabulary from numbers to clothes. All you do is pre-teach the vocabulary, then start reading it out until one student has bingo.

<u>Snakes and Ladders/Board Game</u>
Age: All
Level: All
Materials: Board Game from the internet

This is another way to practise vocabulary in a fun way and not much preparation. There are plenty of pre-made board games on the internet and websites where you can make your own. These games usually involve landing on a picture and the student saying the vocabulary, or at higher levels the students answering questions or using specific grammar. Remember to teach functional language like roll the dice, it's my turn, etc.

<u>Dodgeball</u>
Age: All
Level: All
Materials: Ball

This is a simple game to make vocabulary revision kinesthetic. Whoever gets hit by the ball has to say a word. That student then has to hit somebody else and they have to say another word. Pre-teach useful functional language like I hit you or you missed!

Category Race
Age: All
Level: All
Materials: Board, marker and paper

The way I play this game is having different rounds. For each round you say a topic e.g. sport. Teams have one minute to write down as much sports vocabulary as they can on their paper. During feedback one member can check on other teams to ensure honesty. For every word the team receives 1 point. If the team says a word no other team has then they get 2 points. If a team gets a unique word that is on the teacher's list (exam vocabulary), then the team receives 3 points. Keep a tally on the board and play as many rounds as necessary.

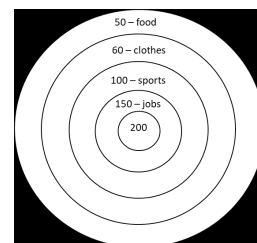
Hit the target
Age: All
Level: All
Materials: Board, Marker, Paper ball, Post-it note, Optional – cut-up grammar exercises from SB or TB, a desk.

The aim of the game is to revise vocabulary or grammar.

Draw a target on the white board with points and names of categories, e.g. 200 points in the middle (a bonus point without any categories), then 150 – jobs, 100 – sports, etc. Include the vocabulary you need to revise. The most difficult topics should go closer to the middle.

The game is played in teams. Put a Post-it note on the floor to mark where students should stand in front of the white board. One member of a team stands up, and you should give them a paper ball. The student throws the ball at the target, hits the field with a category and has 10 seconds to say a word from the category and gets points accordingly for their team afterwards. The team can help.

To make it more competitive, put a desk in the middle of the room and the ball in the middle of the desk. Students line up: two teams – two lines. One student from each team stands on the opposite side of the desk with their hands down, like soldiers. When you say 'Ready, Go!', the students grab the ball. Who grabs it first, throws it into the target. Invite the next pair of students to play.

The game can be adapted for grammar revision or semi-controlled practice. In this case you do not have categories written on the white board but grammar areas, e.g. 150 – 1st conditional, 100 – tag questions, etc. When students hit the target, you give them a slip of paper with a grammar task to complete, e.g. gap fill or correct the mistake in the sentence, etc. for the grammar area they hit. The opposing team should listen carefully for the answer. If they can correct the mistake, they get the point. Take any controlled practice exercise from SB or TB and cut it up to make slips of paper or read the sentence out for students yourself.

<u>Grab the Marker</u>
Age: Juniors/Teens
Level: All
Materials: Board, Marker, Flashcards (self-designed or ready-made)

The aim of the game is to revise vocabulary and spelling. It can be used for grammar revision.

Prepare flashcards in advance. On each flashcard write an anagram of a word (vocabulary you need to revise. Alternatively, you can use flashcards with pictures. Write a word on a flashcard and students write the opposite on the white board; for grammar revision/semi-controlled practice, you can write a sentence with gaps or write a sentence with a mistake, etc.

The game is played in teams. Split the white board into two halves by drawing a line for different teams to write the words on the white board (one team – one half). Put a desk in the middle of the room. Students line up: two teams in two lines. One student from each team stands on the opposite side of the desk with their hands down, like soldiers. Put a marker in the middle of the desk. Hold flashcards to your chest. Get students' attention, count '1,2,3', then quickly turn over one flashcard and show it to students. If you have an anagram on the card, students need to guess the word. The first student who guesses, grabs the marker and writes the word on the white board on their team's half. Ask students if the spelling is correct. Award a point for guessing the word and a point for correct spelling. Invite the next pair of students to play. Important rule: As soon as students grab the marker, you turn over the card so that they cannot see the word. Sometimes students get overexcited and grab the marker before they guess the word. If they grab the marker too early, they put it down, stand with their hands down and you play all over again.

Tic Tac Toe / Noughts and Crosses
Age: All
Level: All
Materials: Board, Markers

This game can be used to practise grammar or vocabulary. For example you can give the base infinitive of a word and the students work in teams to make a sentence with the grammar point and a minimum of x words. If the team correctly creates a sentence then get to put a nought or a cross on the word. The other team has to actively listen for mistakes, because the team will only be denied if it is the other team that spots the mistake. The aim is to get three in a row.

The two teams have a few minutes to discuss strategy at the beginning, but when the game starts they only have 30 seconds to give an answer.

Jump	Sing	Dance
Run	Sleep	Cry
Walk	Eat	Drink

E.g. Grammar point: past simple
The man slept all night long

Part 5: Games for Feedback

Football Feedback
Age: All
Level: All
Materials: Board, Markers

Draw a football pitch on the board with circles indicating players. Split the class into two teams. One team is trying to get the ball from left to right and the other team is trying to get the ball from right to left. Everytime a team member answers a question correctly, the ball moves closer to the opposition goal. If it goes in the goal then that team gets a point.
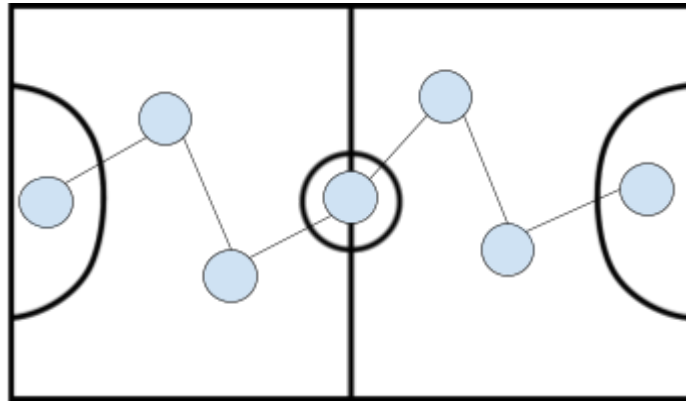
To make this game more dynamic, you could draw the goal on the board and adapt it into a penalty shootout task if you have a ball. The team which answers a question correctly can take a shot at the goal, while the other team has somebody standing at the board to be the goalkeeper. This works well if the class is mature enough and it is done at a brisk pace. You can teach functional language like: goal, it hit the post, it went wide, it hit the bar, it went over, what a save! What a miss!

In theory you can adapt this for any sport. I managed to teach a group of four teenagers the rules of cricket through this method.

Guns, Bombs and Hearts
Age: Juniors and Older
Level: All
Materials: Board, Markers, Grid Key.

Part 6: Team-building Games

Human Knot
Age: Teenagers
Levels: All
Materials: N/A
https://www.youtube.com/watch?v=KahMCA0bR7s - Example of human knot

You do not need to have any supplies to do the human knot. To start out, just have all of the teens make a circle. They should put their hands in the middle. Without looking at anyone, they should grab two different hands from the other players (but not the person next to them). Once everyone has grabbed two different hands, it will basically create a giant knot. Now that everyone is ready, it is time to untangle the knots. The entire goal is to do this without letting go of any of the hands. The teens have to work together as a team to untangle the knot using English. They may need to climb over their arms or duck under them to get untangled. If they do not work as a team and communicate well, the knot will only become more tangled. This is a popular team building activity because it requires no set up, is easy to do and is fun for the teenagers. It gives them a chance to learn from each other, listen and work as a group.

Who am I/What's on my mind
Age: All
Level: All
Materials: Sticky Notes

Who am I basically involves writing the name of a famous person, animal, etc onto a sticky note then putting it on someone's head. This person has to ask other people yes/no questions until they figure out who they are.

This can be adapted for different levels. For higher levels it can be a phrase or opinion and the students do the same, talk to each other, saying what they think about what's on everybody else's head (using functional language for expressions opinions, which you've elicited beforehand), and then listening to what other people say to try and figure out what's on their own head. For example, if somebody has a card that says, "Cats make better pets than dogs" on their head, you have to say something like, "I agree, because cats are usually...Then again, dogs are also quite...But, in the head, I think...,so I think this statement is true." During feedback, get everyone to sit in a circle and elicit each student's sentence. They can't write anything down, but the others can give them clues along the way if they get stuck (like in Back To The Board, for example).

Yes/No Game
Age: All
Level: All
Materials: Some kind of currency (e.g. paper clips)

In this game, the students cannot say yes/no/maybe, or any other words that sound like them. Students can start off with a number of tokens, e.g. paper clips and everytime they say one of these forbidden words, they have to give it to the person who tricked them into saying it (including the teacher). This can be played as a game or in the background through the lesson. Students can team together to trick a person, hence working on teamwork skills. You can also change the forbidden word in the class, for example if you want to practise synonyms or hear too much repetition of a word.

Distraction
Age: All
Level: All
Materials: Paper

A question and answer game. One student sits at the front of the room with a pen, a piece of paper, and a small text (nothing too big). They have to copy out the text as quickly as they can, while the other students try to slow him/her down by asking questions (about anything). Every time a correct question is asked, the student has to stop writing, look at the person who asked it, and answer (it doesn't have to be truthful, but it has to make sense). Only then can they go back to writing. Meanwhile, you're timing the whole thing, and you see which student can write the text out the fastest (or, alternatively, who can write the most in a fixed period of time). It usually helps to have the teacher go first and demo the activity, then elicit the rules afterwards, as it can seem quite complex at the start. To ramp up the difficulty, insist that students ask questions in turn (as opposed to randomly), and/or in a particular format (i.e. direct, indirect, tag).

Rock/Paper/Scissors
Age: All
Level: All
Materials: Board, Marker, Paper

The basis of the game is just a normal rock, paper, scissors game, but there are many ways this can be adapted. One such way is that all students start as villagers and find a partner to play against. The winner becomes a prince/princess and the loser becomes a monkey. The play needs to find someone of their own character to play against (They have to ask who is a ___). The winning monkey becomes a villager again and the loser becomes a dinosaur, which is the bottom of the evolutionary chain. The losing prince becomes a villager again and the winning prince becomes a king/queen, which is the top of the chain. After the game the students can talk, write about their evolutionary tale.

Alternatively students have to role play a short dialogue on the board including underlined words/phrases for students to make some personalised alterations and then do the rock-paper-scissors game. This version still has the evolutionary aspects in it, but then it doesn't matter who they play with for their next dialogue, they just switch the partner.
Alternatively you can use the rock, paper, scissors system to practise vocabulary. An example was at camp when we learnt about mediaeval weapons. We had 12 flashcards which we split up into 3 groups (sharp, blunt, armour). Armour beat blunt, blunt beat sharp and sharp beat armour. We turned the cards face down and two people had to pick up a card at random and then say it then decide who won and why.

Truths and Lies
Age: All
Level: All
Materials: Board, Marker, Paper

This is a good and simple getting to know you game. Basically, students write a number of sentences about themselves, but include fake ones as well. The teacher should model this and check the students' sentences before they read them out. It is as simple as that.

Hot or Cold
Age: All
Level: All
Materials: Object like a book

In this game a student goes outside the room and the rest of the class hides an object. The student then returns and the students say hot, cold or warm to direct the student to the object. This could also be done with other verbs or directional commands depending on what lexis you want to practise.

Picture Dictation
Age: All
Level: All
Materials: Paper

After pre-teaching the necessary language, one student comes to the front and describes a picture which they have in front of them.and the other students have to correctly draw what the student describes. To increase the challenge they could do it with their eyes closed. This could also be done in teams to see which team draws the most similar picture.

Don't Step There/Obstacle Course/Lava Game
Age: All
Levels: Pre-Int+
Materials: Obstacles like tables and chairs and hand drawn ones.

This is the classic lava game you may play with the people in your groups, and you may designate areas on the floor that are hot lava. The people on each team must cross the room, and you will find that they must come up with creative ways to cross the room.

Alternatively you could draw natural obstacles like mountains and rivers and other students need to dictate to their team to climb or swim. You could even put furniture in the room and have other team members direct a blindfolded student using verbs of movement and race against other teams.

Make your own board game
Age: All
Levels: All
Materials: pieces of paper stuck together, scissors and glue

There is no reason why you can't get students to design their own board game before playing it if you set up the task correctly. First, do brainstorming sessions and offer different suggestions they can do. You should provide the key vocabulary which the class should use in their game though. Before creating the game you should pre-teach all the stationary they'll be using and useful functional language like 'You do….', 'could you pass me the…', 'I need….'. Then they can play the game with the appropriate functional language.

Making a movie
Age: All
Levels: Pre-Int+
Materials: Camera phone and editing software

If you have the initiative and desire you could even make the movie with your class. You'd start by teaching students about movies, genres etc, before getting them to brainstorm their own plot and script. Depending on the level you might want to give out models. After that the students could perform as a play to LOs, parents or other classes. They could even go steps further and agree to make props and bring in costumes. The final step would be to start filming and editing it into a film. Though to do this you would first need permission from the students parents due to privacy policies and have the software to do it (maybe one of the students have it). In any case, just like creating a board game, the students should be doing all the preparation in English and you should be enforcing this or giving them the language if they don't already have it.

Alibi
Age: All
Levels: Pre-Int+
Materials: N/A

See instructions here : https://busyteacher.org/17236-alibi-game.html
Demonstration: https://youtu.be/VhMjHpaRul8

Mafia
Age: All
Levels: Pre-Int+
Materials: Mafia cards or Playing Cards

Demonstration of the game: https://youtu.be/KVcrHKinp_w

Make sure they do this in English or they miss the next game. If anyone spoils a round, then they also miss the next game.

Fruit Salad
Age: All
Levels: All
Materials: Chairs

In this game students make a circle of chairs with one less chair than students. The student in the middle has to say a true statement about themselves and those sitting down need to find a new seat not directly next to them if that statement is true for them. The one left standing says the next statement. This is a great 'getting to know you' exercise, but also you can practise any grammar from I like to mixed conditionals.

Spy Catcher: Speaking Extra 1.3
ESP passport game - students create fake passports with information and memorise them. One student works as passport control, takes the passport and needs to ask correct questions and the students need to answer correctly or go to the back of the queue.

Part 7: Larger Co-operative Tasks

For these games it is possible to merge different classes together if the times fit. It's sometimes good to do this, because it changes the dynamics. Also it can help the students feel more as a part of the school, not just part of a single class. If you have enthusiastic directors at your school,there is no reason why you can't try out these events, especially during celebrations and holidays!

A note, if you are doing an activity that involves reading comprehension before the communicative part, then it is worth grading the reading for different levels. For example, at camp we had a jousting competition and merged different groups together. This involved two pairs of students walking towards each other and asking a comprehension question from the text students had earlier read. If the pair answered correctly, they continued walking, if not the student 'fell off their horse' and was out. The first part of the lesson was done in their own classes though. Both classes completed matching tasks, reading for detail tasks and speaking for fluency tasks, however the language was adapted for their levels. When it came to the collaborative part students had to make reading for specific information questions for their opponents, but because the texts contained the same content it wasn't a problem. Students then tried to remember as much as they could of their texts and then we merged the classes and played this jousting game in the corridors.

Grand Competition
Age: All
Level: All
Materials: Depends on what games you choose

If you have a large group of students from different classes, this is a great opportunity to try many of the previously mentioned games as parts of teams, but with a twist. Instead of having static teams, every person would have to join a new team with new teammates every game. Why? Well, for every activity teams would receive points from the activity, but also receive those points individually. Therefore the winning player needs to be cooperative with every team they are a part of if they are to win the overall tournament.

Student Interviews
Age: All
Level: All
Materials: Paper

This is a good task for the beginning of the year within the class or anytime when merging with another class for a lesson. Within the classroom the teacher can help the students write questions they want to ask each other, before they actually do so. It is best for them to set up a table to record their answers, because getting feedback will be their motivation in doing this task. If you were going to merge classes then the class would help each other prepare interview questions and then they would ask the teacher or students from the other class and collect feedback.

Escape Games
Age: Older Juniors and Teens
Level: All
Materials: Your decision

This game was inspired by a group of juniors at camp. Within the group about ⅕ of the students are the catchers and the rest of the students are escapees. They invented an alien escape game where the escapees had to get from one side of the camp school to another. Yet there were aliens who had to catch them. When the alien touched you, you had to go back to the beginning. However, you could slow down the alien by shouting key vocabulary from the course and if you said two key vocabulary words, then the alien would freeze for five seconds. If the alien had heard that piece of vocabulary before, it doesn't need to freeze and can say I've already heard it. This proved to be very entertaining at camp, due to the many corridors and corners which aliens could jump out of, but it could be done on a smaller scale in the classroom if you make the chairs and desks obstacles. The stunning and freezing words could be any vocabulary or even a grammatical form.

Cooking Competition
Age: Teens
Level: All
Materials: Ingredients

A cooking competition may seem a little out of the box, but it is exactly what happened at Bratislavskaya School at Christmas. The LO asked us in advance for the ingredients for three salads and she picked them up and she also ordered aprons for all of the children with the school logo on them. Three teenage groups who study at around the same time took part (EiM 2, EiM 4 and FCE). The beginning of the lesson involved a 30 minute Christmas quiz. We mingled the classes together and split them into three groups. After the test, we went into another room where three tables were prepared with the ingredients. We then had the recipes for three salads prepared on the board and we pre-taught some vocabulary related to cooking language, e.g. Pass the…., cut the…, put in… mix together. The classes were then told they'd be judged on taste and presentation and given a time limit. At the end I tasted their meals while blindfolded and then ranked the presentation. There were lots of photos and everyone got to keep their aprons.

Scavenger Hunt
Age: All
Level: All
Materials: Pictures of vocabulary and feedback sheet.

A scavenger hunt can work in different ways, but it works better if you can make use of the whole school and the bigger it is the better. The way I usually do this at camp is I find pictures of the key vocabulary we have covered in the course and hide them around the territory. Each of these pictures also have a letter on them. I then give them a table to complete with a clue of the location and a column to write the vocabulary word and the letter on the picture. Depending on the level you can pre-teach the words and spellings before the tasks. During feedback the students will then have to make a word or phrase from the letters they have collected to win. As schools are not as big as the camp territory, it is probably worth not giving clues to the location and instead tell them you need to find x amount of pictures.

The Pharaoh is Dead
Age: Teens
Level: Higher Levels
Materials: Slips of paper and feedback sheets

There are many debating games that can be found on the internet, but this is an especially fun one. In this game you need quite a number of students, at least 10 but ideally more. This game could be adapted to any period, but ancient Egypt is appropriate, because it's harder to make any comparisons to potentially heated modern day politics. Also before this game, classes should study about Ancient Egypt, especially areas in the game like agriculture, military, economy, religion and justice, etc graded at their level. This is because in this game the pharaoh has just died and there are multiple successors (at least 2 groups). The groups are then split into mini groups within themselves and are given a card (one of the topics they have learnt about) and they have to prepare policies for their pharaoh and later debate the other group(s) about their sector and why their pharaoh is the best. Therefore debating language will also have to be covered before the students leave their classroom. The students will prepare their arguments and eventually the debates will begin. For the debate, it is best to invite the students who prepared one sector to the front and direct the debate while the other students watch and wait their turn. To make sure the students are paying attention a feedback sheet should be prepared for them all listing the pharaohs, the sectors and the arguments made and how persuasive they are. The teachers can then decide which group had the most persuasive arguments.

Crystal Maze
Age: Teens
Level: Higher Levels
Materials: Slips of paper, empty plastic bottles, etc.

In this game groups of students create tasks, riddles, mathematical puzzles, codes or whatever you want as long as it has a communicative purpose for other students to solve. If you want ideas, I recommend watching the British TV show, Crystal Maze for more ideas. The students are to create these tasks in English and at the end different teams are to try and solve the tasks others have set for them.

Part 8: Dogme for Games?

TBC

Part 9: Using VR Games in the Classroom

TBC