



# TEACHING ENGLISH THROUGH GAMES

*SIMONA-ADRIANA BUTUC*

EDITURA EVOMIND

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# **TEACHING ENGLIS THROUGH GAMES**

**Autor: Simona-Adriana Butuc**

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## Cuvânt înainte

Cartea *Teaching English Through Games*, scrisă de dna Simona-Adriana Butuc, tratează o temă relevantă pentru didactica predării limbii engleze, fiind astfel de real interes pentru toți profesorii din domeniu, indiferent de nivelul elevilor acestora, dar și pentru profesori de alte specialități, care pot adapta tema la specificul domeniului. Adunând laolaltă diverse aspecte ale folosirii jocurilor în predare, cartea contribuie din plin la îmbogățirea și dezvoltarea domeniului didactic.

Lucrarea are o structură unitară și coerentă, stabilind niște jaloane teoretice (problema motivației în învățare, legătura dintre jocuri și stiluri de învățare, când, cum și ce fel de jocuri trebuie folosite la clasă, rolul profesorului, recompensele jocului) și exemplificând apoi cu tipuri de jocuri clasificate după criterii diverse (conținut, abilități lingvistice, obiective lingvistice, stiluri de învățare). Din punct de vedere al conținutului și mărimii, capitolele sunt echilibrate și structurate logic, titlul lucrării și titlurile capitolelor fiind în acord cu conținutul întregii lucrări, respectiv a fiecărui capitol în parte.

Aspectele abordate de autoare se bucură de o mare actualitate, dată fiind tendința actuală de predare prin centrarea pe elev, iar cadrul teoretic prezentat este în concordanță cu exemplele practice. De asemenea, atât aspectele teoretice, cât și cele practice sunt clare, concise și organizate rațional, iar conceptele și termenii folosiți pe parcursul lucrării sunt utilizați corect și cu discernământ. Relevante sunt și imaginile și celelalte figuri non-verbale utilizate pentru exemplificare în cadrul lucrării.

Sursele sunt citate corect atât în text, cât și în bibliografia finală a lucrării, ele fiind de actualitate și relevante pentru tema aleasă. Autoarea respectă normele de indicare a surselor bibliografice și webografice în vigoare și demonstrează consultarea unei vaste bibliografii în domeniu. Lucrarea respectă normele de tehnoredactare și redactare specifice limbii engleze, este corect așezată în pagină și dispune de imagini și grafice exacte, drept care o recomand cu căldură pentru publicare.

**Lect. dr. Miron Cristina,**  
Universitatea din Pitești,  
Facultatea de Teologie, Litere,

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## Chapter 1

### 1. MOTIVATION

#### MOTTO

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Albert Einstein*

In this chapter we would like to explain why are games considered to be the most motivational way of teaching English and some arguments for using games in teaching English as a second language.

The main role of a teacher is to motivate students to learn and find pleasure and delight in the process of learning. A teacher who does not find a way to touch the students' hearts and lives, is not an efficient one. In order to achieve this goal, we should be more humanistic and creative in our methods of teaching. Being an "unplugged" teacher means to be able to transmit the information to students using motivational methods proper to their level, desire and needs.

"Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly." (Covey, Stephen. <https://www.goodreads.com>). Motivation is like an energizer which helps to make the necessary effort in order to achieve a goal. Gardner explains the term as a combination of effort, desire to achieve a goal and favourable attitudes towards the goal to be accomplished. (Gardner, R. C. 1985. p. 10)

#### **1.1 Intrinsic or integrative motivation**

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. An intrinsic motivated person will work naturally because of the pleasure he has when doing an activity.

As educators, teachers could stimulate students to get inner motivation by setting meaningful goals for them, making them aware of the importance of learning a foreign language, and creating enjoyable moments in the process of learning.



## **1.2 Extrinsic or instrumental motivation**

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors that are external can be rewards such as prizes or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. (Gardner, R. C. 1985. p. 10)

## **1.3 Motivation and Language Learning**

Games are closely connected with motivation. For example, Khan emphasizes usefulness of the game because of its motivating importance: “It is clear then that games -since children naturally want to play them- can be motivating.” (Khan, Julia. P.1991: 143).

Using didactic games and songs instead of the traditional way of teaching English as a foreign language can be motivational either for the teacher or for the students and can be a way of enhancing creativity and learning process among the students.

Learning a language requires a great deal of effort. Only motivated students are able to make the work seriously and perseveringly. Games help students to make and sustain the effort of learning. Here are some motivational factors while playing games.

### **1.3.1 A positive atmosphere**

Creating a positive and relaxing atmosphere in the classroom is vitally important for increasing students’ motivation. A positive learning environment is proper for students’ creativity development.

Because the game format is playful, the challenge of the material, even new or difficult material, is less threatening. During the game, seemingly difficult questions and scenarios are “just part of the game.”

### **1.3.2 Having fun**

First of all, games are fun, which is extremely important, because they can catch our students’ attention and activate passive students. This is a very important condition to have students involved in the process of learning.

Games determine students to look forward to our classes and learn better. What we learn with pleasure we never forget. In this way we can integrate information to practise, creating memorable lessons which can be remembered for the rest of students' lives. Games mean the world of children. Recalling memories after years, we remember the games played in childhood and the happiest moments of our lives.

### **1.3.3 Competition**

Competition is not always positive for students because some students who win the game can feel they are superior and develop a high self-esteem, while those who lose can feel they are not precious and have a low self-esteem. I think that students should be encouraged to learn how to manage their frustrations and develop their emotional intelligence. Those who lose will not be considered losers, they will be given the opportunity to try again.

On the other hand, competition is a natural part of our world: candidates compete for job interviews; teams compete in sporting events; and, companies compete to gain clients. Competition is also already present in our school evaluation and class ranking. Naturally some students love to compete even if they do not love to do homework, study or participate in class. (Rixon. 1992. P. 4)

Competition can stimulate students to learn better because they are all involved in a group and they can't remain passive and lose the game. Nobody wants to be a loser so they have to face the challenge.

### **1.3.4 Cooperation**

Working in a team can help students to be cooperative. It is very important for teenagers to feel that they are integrated and are useful for their team. Learning how to work in a team is very important for their future career. There is more power in a group workshop than in individual work. The main reason is that communication means interactivity and this is possible in groups. Games are real-life activities that bring players into teams, demonstrate the rules and roles of working together as a team, and underscore the value of team collaboration. Games give learners a chance to know their mates as they share the same experiences.

### **1.3.5 A good self-esteem**

Playing games in groups or pairs means to socialise and overcome their own limits. Trying to do their best, students can gain confidence in their abilities and this can motivate them further. A confident student can consolidate relationships and develop friendship which is motivational.

A shy person is not supposed to speak in front of a large group but in pairs he or she has the opportunity to show the required ability. Little success like this develops his or her self-confidence.

### **1.3.6 Real life situations**

Most people want to learn a language in order to be able to use it in real situations, for example when travelling abroad, working on computer or writing to a foreign penfriend. Games can be a very good way to practice these skills because they can easily be used to replay various situations from real life and provide students with practice in their fluency. By using games in the classroom, the teacher gives his or her students a bigger role, allowing them to take on more responsibility. (Langran & Purcell.1994. p.12-14)

We can conclude that motivation is the most important factor to involve students in the process of learning. The best way of motivating children to learn English as a second language is playing games. Educational games create a relaxing atmosphere, add fun and amusement to our classes, develop students' abilities to compete and cooperate, prepare them for real life situation and for excellent relationships, having a self-confidence.

## Chapter 2

### GAMES AND LANGUAGE TEACHING

#### 2.1 What is a game?

Ludic aspect characterises humans from early to old age. Games fascinate the world of children through their simple nature and background. Children feel free and re-create the real world in their imagination.

An educational game is different and is defined as an activity governed by rules, having a certain educational purpose. Calling an activity *game*, even though it is not really a game, can raise students' enthusiasm and interest and eventually make them feel involved and carried by the wave.

The generic term “game” refers to any didactic activity used with a certain aim, and achieved in a given time, containing an element of fun. It is “an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives.” (Rixon, 1992: 3)

Games are closed activities, having a very clearly marked beginning and end. There is a definite point at which the game is over or has been won. For instance, if a student finishes the game, this means that the others should be near the end of the game.

An efficient user of games in the language classroom is someone who has really thought about them, knows their ingredients and what skills and abilities they would develop. A teacher who understands games as a professional is able to find and create games to help students learn something while they are playing and motivate them to prepare better at home.

The most important purpose of a game is communication and not absolute correctness. But we aim to achieve both correctness and communicative effectiveness with our students, using different teaching techniques which are more appropriate for each individual at different times.

Children love playing games as they help them learn a foreign language in the same way the toddlers learn how to speak their native language by imitation and imagination. Playing games

in the classroom is a re-creation of real-life situations and can inspire students for real life, developing their creativity and language fluency.

## **2.2 Games and learning styles**

Using games in different moments of the lesson can be a method of teaching and adjust the lesson to their personalities and styles of learning. According to their level of psychological development, children enjoy and like playing different games.

### **2.2.1 Learning Styles Based on Jung's Theory of Personality**

Every student has his own personality and learns best in a particular way. One of the theories about learning styles is developed by psychologist Carl Yung, who categorized various personality patterns: extroverted vs. introverted, sensing vs. intuitive, thinking vs. feeling, judging vs. perceiving.

Studies indicate that approximately 60% of learners are extraverted learners. They prefer socializing and working in groups. Learning activities that benefit extraverted learners include teaching others how to solve a problem, collaborative/group work, and problem-based learning. They are in favour of playing interactive and cooperative games.

Introverted learners (40%) are still sociable but they prefer to work individually. They also generate energy from internal sources that is why they like brainstorming and personal reflexion. We consider that introvert can play competitive games.

Sensing learners (65%) are focused on aspects of the physical environment. Jung described these individuals as being interested in the external world. They tend to be realistic and practical, preferring to learn through experience. They can play movement games, solve problems or do different tasks. Intuitive learners (35%) prefer abstract thinking, daydreaming, new challenges, and they rather look at big picture than the details. Probably, they would like creative games, and listening and reading for general comprehension.

Approximately 55% of males and 35% of females have a thinking learning style. They are logical, dealing with decisions and problems. They will learn better playing a logical game or solving problem. Feeling learners (45% of males 65% of females) are interested in personal relationships, feelings, and social harmony. They generate excitement and enthusiasm in group settings. The most suitable games for this type of learners are funny and cooperative games.

Judging learners (45%) tend to be decisive, well organized, they have strong opinions and follow the rules. They would probably enjoy playing card or board games. Perceiving learners (55%) tend to make decisions impulsively in response to new information and changing situations. They prefer to keep their options open, being flexible and adaptable. They work well in a team that is why they will enjoy cooperative games. (Cherry, Kendra.  
<http://psychology.about.com/od/educationalpsychology/ss/jung-styles.htm> )

### **2.2.2 Learning styles based on Gardener' eight intelligences**

Howard Gardner, who theorizes that humans have eight intelligences, claims that when a certain topic is explored in school it can, and should, be approached in six different ways in order to increase the chances of reaching all students in the classroom. One of these ways is “the personal way”, where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner, 2006:142). In addition, Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for student interaction.

## **2.3 What makes a good game?**

### **2.3.1 A continuous challenge**

A good game is considered to be an activity with certain strategies so that the teacher knows exactly which game is useful in different moments of the lesson and which skills are required according to the level of students. Having in mind a specific goal, the teacher has to be flexible because there are many ways to accomplish each goal. Teachers should encourage students to develop their own strategy while keeping the game challenging and achieving the learning objectives.

### **2.3.2 Based on reality**

A good game is based on reality, giving students a model, which can be applied in real life, by means of imitation. That is how a little child learns his mother tongue. If we transpose real-life situations in our games, we can fulfil the students' expectations. The player is able to practise a useful skill without the stress of real-life situations. There are chances for multiple practice and connection with reality.

There is support from peers as well as time to think and react. Situational games allow players to assume a new identity in a simulated world where they feel comfortable making mistakes and testing hypotheses.

### **2.3.3 Interaction**

A good game requires interaction with material on a variety of levels and interaction between students. Being more or less experienced, they can learn from each other better than from the teacher. A cooperative game should especially encourage students to be open to understand their colleagues and help them if they have been in a similar situation.

### **2.3.4 Involving students**

A good game should be designed so that it may include everyone in the classroom. Each student should be socially integrated. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal.

## **2.4. Why should games be used in the classroom?**

### **2.4.1 Games means practice**

“Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behaviour to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.” (Martinson and Chu 2008: 478). That quote summarizes that using games implies teaching, practising and reinforcing a foreign language.

### **2.4.2 Using games means a student-centred method**

Games are considered activities in which students and the learning process they are involved in are central. “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing” (Foreman, 2003: 16).

Students learn better through experience just like little children, trial and error being a part of everyday life. They build on their previous knowledge in new contexts and add new meaning to their experience.

### **2.4.3 Games develop creativity and a higher order of thinking**

Closed questions and fact-based questions have only one answer, not allowing for creativity, personal expression, or testing hypotheses. The answer is either right or wrong, but games can allow multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem.

### **2.4.4 A variety of important skills**

There are many skills that students can develop through game-playing such as reading, writing, listening and especially speaking. Using different games involves a large variety of skills as there are specific games for developing each skill.

## **2.5 How to use games**

Games need to be carefully prepared and well-organized. Before a game is used with a class, the teacher must be sure that the necessary facilities and materials are prepared on a previous occasion.

### **2.5.1A clear objective**

The game must have a clear learning objective and purpose. The teacher should be sure about the goal and procedure of the game. Having a certain goal in mind the teacher knows how to adapt to the students' level and needs.

### **2.5.2 Balanced teams**

The teacher should divide students into balanced teams. This depends on knowing the students' abilities and personalities. Grouping the smarter students in one team and the weaker in another ensures the chances of having a definite winner of the game.



### **2.5.3 Clear instructions**

The rules and procedures of the game should be clearly presented so that every student can hear and understand what is going to do and be involved in the activity. The teacher can have a feedback and name some students to repeat what he or she said. When a game is well known by the students from their real-life experience, they can state the rules.

Each game will need a proper instruction, which means a proper explanation and a demonstration of a few moves or rounds. If it is necessary native language can be used. The teacher can make a lively and appealing demonstration so that the students would be attracted and motivated to play the game.

### **2.5.4 The timer**

Using a timer is a good way to be consistent and make sure that everyone has the same amount of time to do the task. The teacher should decide if only the first answer is taken into account.

### **2.5.5 Well-prepared instructor**

The teacher makes sure that he/she has enough worksheets, time, questions and materials needed for the game. As a facilitator, a teacher should be well-prepared and know exactly how the game works.

### **2.5.6 Maintaining order**

The teacher should observe disruptive behaviour like cheating, breaking the rules and negative reactions. It is extremely important for the class to work in a non-threatening environment and not to have negative feelings caused by some classmates. The teacher will punish what is called unacceptable and establish from the very beginning how to treat and respect the others.

### **2.5.7 Summarising and commenting**

Whatever the game may be, students need to be controlled and to hear a remark or an encouragement from the teacher. Positive comments on a clever move or an amusing situation can encourage them to go further. The teacher needs to make the correction of possible errors.

### **2.5.8 Avoiding noise**

When we have to deal with a large class which is impossibly noisy, we can use a silent way of response or a body signal for the choice between two answers. A game suitable for large classes divided into two teams can be *Ship or sheep*, a game for phonetic goals. Everyone can react at the same time, and an advantage of this method is that they do not have the time to change their mind. Another game is *Bingo*, a game with cards, either for big or smaller classes. Each player has a card ruled into a number of sections. Each section contains a word, a number or a picture, depending on the version played. The caller calls out words from the card and if a player has that word on his card, he covers it. The first player to cover all of his cards, shouts “Bingo!” and is the winner.

## **2.6. When to use games**

Taking into account the fact that games are not only enjoyable extras, we can integrate them into the lesson and the teaching syllabus so that they become one of the means of achieving teaching objectives. Games ought to be at the heart of teaching foreign languages. (Rixon, 1992: 73-75) suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.

The teacher can use the game as a warm-up activity or revision of the previous lesson at the beginning of the lesson or as a summary of the skills at the end. However, games can be used during the whole lesson as well. This variety of possible uses depends on the ability of the teacher to use the game in the right moment.

### **2.6.1 Warm-up activities**

Icebreakers are important at the beginning of the lesson in order to create a positive atmosphere for the lesson. They are even more important if the students do not know one another well at the beginning of the school year.

Icebreakers are excellent because they give students the opportunity to share things about themselves and learn about their peers. These activities often get students moving or thinking creatively. They can be lots of fun and solve any tension or nervousness there might be in your classroom. It is important that students be able to interact with one another easily because learning

English is all about communication. Students will need to be comfortable sharing ideas with the class and talking with other students in groups or in pairs on a regular basis.

### **2.6.2 Time-fillers**

When we are tired and stressed, we can use time-fillers in order to make students relax. They are useful in different moments of the lesson. We can start the lesson with a filler particularly when waiting for some latecomers, or in the middle of the lesson as a way of changing the pace, or of breaking up similar activities (Scrivener, 2005: 345). An example of a filler can be a tongue-twister. Repeating phonetic words faster and faster can be fun and creates a good atmosphere.

### **2.6.3 While-teaching games**

While-teaching games are the greatest way to get students focused to the topic of the lesson. Students can learn through games a lot more than from a very serious lecture.

When using a game as part of a lesson, it is important to make sure that the way in which it is played is proper for each stage of the lesson, either for student-student interaction or for teacher-students interaction. During the presentation stage it is important to focus the students' attention on the teacher in order to understand correctly the meaning of the new words and the new structure. That is why a game in which the teacher acts as a master of ceremonies and as a judge with students competing under his or her control would fit this stage much better.

In the final stage of the lesson, when the students are ready to use the newly learned language, the teacher can use a game in a freer and flexible way. The students can work in pairs or independently. In this stage the teacher is no longer a controller but an informant or an adviser.

An example of such a game is *Which one is it?* Students have to repeat some new words while they see some pictures. They have to distinguish one object or person from a number of similar ones. They have to pick up a picture after listening to a description which the teacher gives. The class is split into two equal teams. Students must answer in turns within each team, for every turn, two students are competing to see who can answer first. The teacher describes the picture, for example, *The lady who has green eyes and long curly hair*. The student who calls out the first name correctly wins a point for his team. If he calls out a wrong name his team loses and the other team gets one point. During this stage the teacher should give students the opportunity to produce the

language themselves. This time one student from each team has to take turns at describing one of the picture and challenging one of the other team to identify it.

The same idea may be used in a more personal way in a game called *Who is it?* which is not a team game but a turn taking game so that the first person to guess who is being described from the classroom will be the challenger. (Rixon, 1992: 73-75)

#### **2.6.4 Games for practice**

This category covers the games which can often be used gradually, building up skills by constant practice. Some games which can be played are pronunciation and sound discrimination games like *bingo*, *sheep or ship*, *how many words can you make?*

Vocabulary games or pencil-and-paper games are good opportunities for students to learn from each other's answers and develop word building and writing skills. (Rixon. 1992: 80)

#### **2.6.5 Games for revision**

Some games which are liked and well-known to the class can be repeated in order to revise and students may not repeat the same mistakes and remember words. An example of such a game can be *Past-Tense Knockout* for revision of irregular verbs. Players stand up and the teacher gives each in turn the infinitive form as a stimulus for them to produce the other forms. Any student who makes a mistake is eliminated and has to sit down. The last player standing up is the winner. As an option for advanced students, they can be challenged to change sentences. Example: Have you seen Tom this week? - Yes, I saw him yesterday. Are you seeing your friend today? - No, I saw him yesterday. (Rixon. 1992: 80. 82)

#### **2.6.6 Games for diagnosis**

Communication games can be a way of evaluation students in pairs. Giving students games like *describe and draw* or *describe and arrange*, we can test their comprehension. Taking notes on the monitoring sheets, we can have a record of errors and language area to deal with in the later lessons. (Rixon. 1992: 73-75)

## **2.7. The teacher's role**

Whatever the type of game, the activity has to be well organized. It is very important to understand the instructions and know exactly what to do. At this stage the teacher has to give clear instructions in English and, if it is necessary, in Romanian too. In the following stage, the teacher has to make a short demonstration of the game, using the structure and vocabulary needed in the game. Students also need to be encouraged, appreciated and gently corrected while they are playing.

The teacher's role differs according to the game which is being played. For instance, in code-controlled games points are given for correctness and the teacher is the judge, while in communication games the teacher's role is not so prominent.

### **2.7.1 Master of ceremonies**

The master of ceremonies is the master quiz or challenger, who is in control with the game keeping the pace and correct score. If marks are awarded in a game, the teacher has to judge correctness. Even in games in which students take the role of quizmaster or challenger, the teacher has the last word. Accepting and rejecting an answer can be done on the scoreboard but it is more enjoyable to pantomime (a thumb down or up, an exaggerating grimace, a big smile, etc.), or hesitate, giving students opportunity to correct themselves. (Rixon.1992: 59)

### **2.7.2 Scorer**

The teacher is usually the scorer, but sometimes, students are motivated to make the mark on the scoreboard. According to Rixon (1992: 61- 62), there are many types of recording scores: building up a picture (a stick man) like in the spelling game *hangman*, drawing a house, or a spider with a line for every mistake until the game is over, a giant game of noughts and crosses, climbing up a ladder or a mountain, completing the alphabet from A to Z, or competing to finish a long word letter by letter, the days of the week or the months of the year.

### **2.7.3 Informant or language consultant**

Instead of judging what students say, the teacher should be on hand to help them. The teacher is a source of information on vocabulary or new structures. When a teacher is asked for help, it is much better to elicit the answer from students than to say it directly.

### **2.7.4 Monitor or corrector**

Making mistakes is a result of the students' involvement in the task, but at the same time errors are an essential part of experimentation. Some minor mistakes can be rapidly corrected and some major errors can be recorded and explained next time individually.

### **2.7.5 Arbiter or referee**

In some competitive games there should be disagreements or blockages and in this case the teacher should act as an arbiter. Instead of giving them a solution, the teacher generates a discussion about the rules and asks for the students' vote. As a referee, the teacher should remind students the fact that the main purpose of the game is not to win the game but to succeed in using the language. (Rixon.1992: 63-69)

## **2.8. Grouping**

There are many types of groupings. The concrete way of grouping usually depends on the activity and proper grouping can influence the achievement of the game a lot. However the same type of game can be successfully achieved in different groupings. The most common groupings are individual, pairs, groups and whole class.

### **2.8.1 Individual work**

Competitive games usually require individual work, offering students the opportunity to show their abilities and knowledge. They rely on themselves and can become either selfish or proud of their achievements. This is the main drawback of this type of work, but a person who sometimes fails, can develop self-confidence with winning a game repeatedly. Another disadvantage is that the learner does not have the chance of a conversation or confrontation.

### **2.8.2 Pair-work**

It is the most commonly used type of grouping, used with the role-play or speaking practice activities. The main advantage of pair work is the opportunity of the students to speak and learn from each other, having a low level of stress. They learn to cooperate and discover the work can be done more easily and more quickly. If they succeed, they feel happy and content but in case

of failure they can blame each other. The teacher can adjust the situation or rearrange pairs properly, combining weaker with better persons.

### **2.8.3 Groups of four or more**

A group consisting of four or more learners is suitable for role-play games, speaking activities or task-based games. The main advantage of such a group is that they can develop the highest quality of cooperation. The most common disadvantage seen from the teacher's point of view is discipline. This usually depends on the personality of the teacher, on the type of activity and on the relationship between teacher and learners. The group can choose the best learner to be their leader and help them to succeed. The leader can act like a mediator between teacher and his group members.

### **2.8.4 The whole class**

Children can also work as a whole class with the teacher acting as a monitor. The advantage of this grouping is the chance for learners to speak with and understand their classmates, to hear their mistakes and confront different opinions. Cooperation among learners is an important element of 'whole class' grouping and students can play task-based games. This type of organisation can lead to different attitudes of learners - active and passive. Doing teacher-controlled team games is sometimes unproductive because of the very limited opportunity for each student to take part in an activity.

Different groupings usually require organizing the classroom. The most suitable classroom organization is so-called U-shape because it allows students to move freely. However, the teacher does not always have the possibility to organize the class like that but they can organize the pairs or groups of learners to see each other. In the traditional front-facing desk, learners just turn their chairs round to face the people behind them.

## **2.9 Rewards and penalties**

These methods within a game keep the interest of the players high and give them some feedback on the success they have. (Rixon.1992: 10-13)

### **2.9.1 Changing places or roles**

A motivating immediate reward is the opportunity to become the leader of the group. That keeps the game alive and raises their interest. For instance, in a game like *hot seat*, students are very attentive in order to give the right answer. This is the first reward, which is, according to Maslow's pyramid, a motivational factor of personal satisfaction and recognition. The next step is a new role of challenger.

Another game could be *I spy*. The challenger thinks of an object in the classroom and says: *I spy something beginning with A, B, C, etc.*, as appropriate. The players ask him 'yes or no' questions to help them guess what the object is. The player who guesses the object is the challenger.

### **2.9.2 Eliminating players**

Another way of getting a reward is staying in the game the longest. The student who makes a mistake will be punished, by being eliminated from the game. A variation is to give each player a number of lives which allow him to make some mistakes until he loses all his lives and is finally out. The winner is the player who remains in the game until the end of it. An example of such a game is *I went shopping and bought...* Players have to repeat what the player said before and add their own items. The player who does not know the articles will be eliminated from the game.

### **2.9.3. Collecting or getting rid of things**

Another way to win the game is getting as many cards as possible. The winner is the player who eventually has the most cards. In a game like *picture domino*, the main goal is to find a connection between cards, using your imagination and get rid of cards as soon as possible. The student who gets rid of all his cards first, will be the winner.

In *Gifts for the Family* the aim is to collect gift cards rather than to get rid of them, but the principle is the same: players must argue in order to achieve what they want.

Players take turns to pick up one card from the central pack. Their aim is to collect as many gifts for their relatives as possible, but they can only keep a gift card if they can justify to the other players giving the object shown on it to their relative. When all the cards have been claimed or after a time-limit, or a fixed number of rounds, the player with the most gift cards is the winner.

### **2.9.4 Getting somewhere first**



The goal of some types of games is to get to a place first. For instance, in a board game, players fight to win the game, reaching the finish line. In this case, it would be a matter of luck when throwing the dice like in *Snakes and ladder*.

For language learning games, successful moves depend on language rather than on luck. Players are competing to reach the end of the track on the board. Each space on the track has a picture with an object or a living creature on it. Players move by following instructions read to them by another player. These instructions are on small cards kept in a pack in the centre of the table. E.g. *Move forward 10 if you are on a square showing something dangerous. If not, go back 3*. Players are motivated to interpret their square in a way that allows them to go forward. (Rixon.1992: 18-19)

### **2.9.5 Finding someone or something**

Another reward can be finding a partner or an object somewhere in the class. For example, the game *Find Someone Who* is game in which students have to ask classmates the questions implied by the chart such as: “Can you swim?”, “Do you have a pet?”, etc. Students have to mingle around the classroom to find colleagues who fit the description and then write their names in the appropriate places. Whoever can fill their page first will be the winner.

*Find your partner* is a game that can be adapted to practise many different language points. Every player has to look for a partner who has got an identical word or picture to his own, by talking to one another, without looking at the partner’s card.

## **2.10 Materials for games**

### **2.10.1 Cards**

Cards are small visual prompts which enable each player to talk and be involved in the game. Without a physical means of structuring, some students would dominate the game or there are long moments of silence while they are thinking of whose turn it is. Cards from a game should be similar in colour and size and should have an identification name on back of them to indicate which game they belong to. Cards should have pictures or words on the fronts and if it is possible, covered with plastic film with a laminating machine.

Another way of using cards can be sayings or proverbs. Students can take a card by turns and talk about the saying and eventually make an essay. They should be kept in an envelope or a little box.

**2.10.2 Flashcards** are good instruments for learners to intensify their vocabulary acquisition. They are cards of different dimensions with an item of information, either a picture or writing. There are many kinds of games which can be done: bingo game which has the goal of matching the picture with the corresponding writing, memory game, etc.

### **2.10.3 Board games**

A board game can be bought or handmade. It should be as large as possible so that the writing and pictures should be visible for all players sitting around. It should be made by two sheets of cardboard glued together to make a thicker and heavier board. Game boards can be fold in two for easy storage.

The first thing to do is to draw the track and its divisions, then pictures, numbers and instructions. Players also need tokens and a dice or a spinner.

### **2.10.4 Picture games**

We also can make pictures with different stories, stages or a single picture with a different theme. For instance, a game for speaking can be easily made. Students have to describe what they see and finish the story after their imagination. The student who finishes the first is the winner. Another possibility is to arrange the pictures so that the story could be credible.

## **2.11 Adapting and inventing games**

The real art of a teacher is to know exactly when and which game to play. The next step is to adapt or invent a new game, according to the students' needs.

### **2.11.1 Adapting games**

As Rixon(1991: 86) wrote, in order to make students speak more, the teacher can add a rule to a classic game. For example, *Scrabble* is a board game dealing with vocabulary, and can be livened up by building in a rule that the player who makes a new word should be able to explain the meaning before getting the score.

Another way of adapting a game is to change the subject matter. A good example of this is *Happy families*. It consists of a set of cards with members of the family. Students have to ask each

other questions and claim any card that they guess another player to have. The teacher can change the subject in order to obtain interests from students and adapt the theme to the students' level.

### **2.11.2 Inventing a new game**

Inventing a new game would be interesting and develop the teacher's creativity. In order to make a new game, we should know some principles.

1. A new educational game should respond to the students' needs for communication and practice.
2. The game should be played for educational aims rather than for entertainment.
3. The teacher should have a certain goal with corresponding strategies when thinking of a new game.
4. Any successful game must specify some rules, procedures, materials needed, and class-organizing.

In conclusion, we think that this section of theory about games is very important in explaining the usefulness and educational value that games can have in a classroom. When we started having students play games, it was mostly for taking a break from the monotony of teaching from a book, filling extra class time. Now, having researched and learned about learning that takes place while playing games, we realize that games have more purposes than creating fun in the classroom. They are an important source of activities which can be used frequently in different moments of the lesson.

## Chapter 3

### CLASSIFICATION OF GAMES

It is a difficult task to classify and name all the games which could be proper to learning English as a foreign language. It is a real challenge for the teacher to know exactly what type of game should be appropriate in a certain moment of the lesson so that he can apply the principle of accessibility (the game should be adept to the level of students), efficiency (the game should be carefully chosen so that it suits to the lesson goal) and variability (to colour the lesson, offering student diversity).

There are two main types of games: competitive and cooperative games. Competitive can be considered those games which are more selective because students compete in order to be the first, while cooperative are more productive and efficient for students who cooperate in order to accomplish a goal.

#### **3.1 Types of games**

In the first chapter, we would like to classify games according to Gordon Lewis and Günther Bedson, as it is mentioned in their book *Games for children*.

##### **3.1.1 Movement games**

This type of games implies physical activity beside other goals like recognizing a certain language structure, activating listening comprehension and developing the skill of speaking and

writing. Scientists discovered that there is a higher level of understanding and learning when children are physically active. The association between physical activity and learning has been evidenced in many studies. The results have suggested that being physically active produces positive effects on many cognitive functions, such as memory, attention, information processing and problem solving.

Exercise can improve learning on three levels. *“First it optimizes your mind -set to improve alertness, attention, and motivation; second, it prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third, it spurs the development of new nerve cells from stem cell in the hippocampus.* “The hippocampus is the brain region primarily involved in learning and memory. (John J. Ratey and Eric Hagerman, *Spark: The Revolutionary New Science of Exercise and the Brain*, p.53)

The benefits of movement on the brain do not stop with the cerebellum. According to John Ratey, MD (2000). “Movement is miracle grow for the brain.” In the 1990s, neuroscientists discovered something called brain-derived neurotropic factor (BDNF), which nourishes neurons like fertilizer. This substance is present in the hippocampus, which is related to memory and learning (Ratey. 2000. p. 23).

### **Walking the line**

An example of a physical game is “Walking the line” where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example “everybody has to walk backwards”.

### **Simon says**

Another example of a physical game could be the game “Simon says”, where someone is Simon and gives the others orders, for example “Simon says: jump” or “Simon says: clap your hands”. The aim of the game is to motivate careful listening, to reinforce command forms of verbs, parts of the body and objects in the classroom.

Simon is the king and that is why we have to obey his command. If they do the command without *Simon says* they will be punished. Another possibility is to put them out of game and sit

down. The person who remains in the game is the winner. As a variation we can change the name with a student's if it is his birthday or with a personality's name.

### **I see something**

An action game could be "I see something..." The class is divided into teams and they stand in lines and the teacher has to say I see a table or any classroom object, the first student in line goes to that object. The first one to reach, scores a point for his team. Students can help their teammates by pointing or naming objects but not translating it.

E.g. I see something: red, tall, new. I see something that you can sit on it. I see something that has two hands, numbers and tells us the time. I see something made out of (paper, wood, metal, cloth, glass, plastic, etc).

### **Giant steps**

The aim of this game is to practice permission. One person is the "teacher" and must be addressed as Mr. or Mrs. and last name. Others in turn request permission to advance, using the request form: Mrs. ..., may I ...? The teacher says 'Yes, you may.' The student may take a giant step (the longest step one can take), a baby step (the length of one shoe), an umbrella step (whirling around as one advances two steps), according to the teacher command. If the student advances without the teacher's permission, he must go back to the start.

### **3.1.2 Board games**

Teacher needs whatever kind of boards. They can be played in all types of grouping and teacher needs to prepare some material in most of board games. Learners can practice all language skills and they are expected to obey given rules. This type of the game can be either competitive or cooperative; it deals with the type of grouping. Teacher can operate as a controller, organizer, participant and facilitator.

Board Games can be played by students from beginner to advanced level, developing their skills for grammar and vocabulary, quick thinking and listening comprehension. Materials needed for this type of game are: game board, die, game pieces, clues or questions for the students to answer.

**Game Day** can be an example of board game, played in groups of four. Each group should get one board, one piece per person, and one die, as well as a pack of cards that contain the clues. The group members should take turns rolling the die, answering the questions and moving their pawn, until one person reaches the end.

As a variation, we can colour the squares on the game boards in 4 or 5 rotating colours, each colour representing a different category coinciding with the questions/clues.

Then we write the questions, sentence starters or clues on the board itself. The students may only move if they answer the question correctly. For incorrect answers they have to move backwards.

### **Hidden words**

It is another board game which can be played to strengthen understanding of new words or to revise new words. In order to prepare this game, we need worksheet with numbers from 1 to 15, worksheet with 15 words, 15 cards with pictures (appendices 1, 2, 3).

Procedure: Players sit in groups of four people at their desks. They prepare pictures on their desks to see them all. Students choose one number from the chart on the board. Teacher tells them hidden word. Pupils have to show picture representing that word and explain the meaning. They get one point for correct picture, one point for correct explanation. The winner is the group with the most points. When one group does not know the picture or the definition, second group can answer it and when it is correct the second group gets the points and continues their turn. When one group does not know the picture or the definition, second group can answer it and when it is correct the second group gets the points and continues their turn. (Lucie Kupečková. 2010)

### **3.1.3 Guessing games**

Guessing games are based on the principle of finding the truth when one holds the information and another tries to guess it (e.g. Back writing). There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating. Learners follow given instruction and rules which do not have to be strict.

### **Back writing**

The main aim of this game is to revise new words, to strengthen the process of remembering the new words, involving all students.

Procedure: Pupils are said to sit in pairs at their desks. They write words connected with describing people (appendix 4) on partner's back. Pupils switch their roles after each five words. The main goal of the game is to practice as many words as possible but there is no rule how many words they must write or guess.

### **Truth, Truth, Lie**

This game can be played by students of all levels from intermediate to advanced learners. The main purpose is: sentence writing, community development, listening comprehension.

Procedures: Each student should write his/her name on a sheet of paper. Next, he/she should write three sentences about him/herself. Two of them should be true, and one should be a lie. The teacher collects the sentences, reads them to the class and makes them guess which one is a lie. The listeners explain why they think the statement is a lie. The author elaborates on one or both of the true statements. If the students are already familiar with each other, they have to guess which person in the class wrote the sentences.

#### Suggestion:

This game is fun without needing to declare a winner. The teacher asks the students to write lies that are close to the truth instead of something really outrageous.

### **Pictionary**

The teacher divides the group into teams. Students will take turns being the artist. Repeat artists will only be permitted when all students have had a turn. The artist will receive a word or phrase to draw from the teacher. He/she shouldn't use letters or numbers in his/her picture. Symbols are allowed. The other players will attempt to guess the word from the drawing. If their guess is correct, then they score a point. Then we move to the next team for the next artist.

#### Variations:

The group can play as individuals and the person who guesses the word is the next to draw or may select someone to draw in his/her place. The teacher can challenge them to draw with their non-traditional hand, with their eyes closed, or without lifting their pencil.

#### Other Suggestions:



The teacher requires hand rising for correcting pronunciation from the guessers. Use a timer if necessary. We should give a category for the word if we use it for vocabulary review.

### **3.1.4 Matching games**

This type of games involves matching correct pairs (e.g. Vocabulary Scramble). Students need to have material prepared. The goal of the game and the type of grouping can make the game cooperative (learners in pair, learners of one group, whole class) or competitive (pair/group vs. pair/group). The teacher's role is to be a facilitator.

#### **Matching a picture with word and definition**

The main goal of this cooperative game is to involve all pupils in matching words with pictures for better remembering of some new vocabulary, describing the appearance of the people.

Materials: worksheet with 15 pictures, worksheet with 15 words in bold and their definitions (*Note: Both worksheets should be cut into cards and put to the envelope before the distribution among pupils*)

Procedure: Pupils sit in pairs at their desks and get the envelopes with pictures and words in it (one envelope per pair). They match pictures with words and their explanations in the shortest time limit. The winner is the pair with all correct picture-word pairs in the shortest time or the pair with the most correct pairs in case there is no one with all correct pairs.

#### **Word Pyramid**

This game is designed for all students from beginner to advanced level for vocabulary development. We need materials such as triangles to match together and eventually make a pyramid.

Procedures: The teacher should take the triangle template and add synonyms in various locations then multiply them as needed and cut the pyramid into its individual components. The teacher divides the class into groups and gives each group a packet of triangles. The students should match the synonyms to make the pyramid.

Variations:

We can turn it into a competitive game, turning the pieces upside down. Then, the students pick up five triangles and pick one to be the centre of the triangle. Each student will take a turn trying to match their words as a synonym to the pieces already played. At the beginning of each

turn, he or she should pick up another triangle so that they always have 5 triangles in their hand. We can use other word pairs like antonyms, rhyming words, countries and cities, occupations and what they do, etc.

Suggestions:

We can use durable paper like cardboard or laminated paper. Students can be challenged to make their own pyramid for other groups to complete.

### **3.1.5 Card games**

It is amazing how many stimulating and interesting games can be played with a pack of cards rather than with a single handout.

#### **Who, where and what**

This is either a card or a matching game. The aim of the game is to practise basic job and workplace vocabulary.

Students work in pairs and the teacher asks them to draw three columns with headings *who, where and what*. The teacher gives each pair an envelope with cards and tells them to sort pictures in ten sets of three. Then they have to match the three pictures and write down the words in their grid: the worker, where they work and what they use.

Variation

This can also be used as a follow-up after doing the main activity. The teacher gives each student a set of 25 cards and 20 counters (coins or small pieces of paper). Each student takes 25 cards from the envelope and arranges them faced up in five rows of five. The teacher calls out the words from key vocabulary in random order. The first student to complete the vertical, horizontal or diagonal with counters shouts *bingo* and is the winner. (O'Dell, Felicity and Head, Kathy. 2011. P.90-91)

#### **Getting to Know You**

This game can be played by students from intermediate to advanced level. The main goal is answering questions and team building.

Procedure:

All the students sit in a circle and get a card with a question. Each student has to read the card and each person around the circle will answer. After each student has read their question, go back around soliciting information about each person from the other students.

The students write their own question.

Suggestions:

- If we have a lot of students, then we just have a few questions or perhaps select five students answer each question.

Example questions:

- What is your favourite movie (colour, food, dessert, etc.)?
- What is your ideal job?
- What would your best friend say about you?
- Where do you work?
- What sport do you play?
- What is your least favourite chore?
- How did you get here and how long did it take?
- What did you do before you came here?

### **Phrases with card games**

We need some sets of cards with one useful phrase (functional language) on each of them. We give one pack of cards for each group of four and ask them to deal out. Every student has to use the phrase in conversation and if this is correct, he gets rid of the card, placing it face up in the middle of the table. If the other student thinks the phrase is not used correctly, the card has to be taken back. The first person to discard all the cards or with the fewest cards is the winner.

### **Pelmanism**

This is a well-known TEFL game called *Paris* or *Memory Game*. Cards are placed face down on the table and students take turns to find pairs such of two adjective which take the same preposition, two verbs with the same vowel sound in the past, or collocation with the verb *to make*.

As with these examples, to make sure there are plenty of matches this game works best if the cards have to have something in common to form a pair, rather than (as in many textbook examples) having to go together (e.g. a “do” card with a “the laundry” card).

(<http://www.usingenglish.com/articles/21-classic-esl-card-games.html>)

**3.1.6 Desk games:** these games can be played as an individual work game (e.g. puzzle) or pair and group game (e.g. scrabble). Desk games need material and they can work both competitively and cooperatively. For example, scrabble or memory games are competitive games whereas puzzle is cooperative game. It can be the competitive game thus (the rule for puzzle as a competitive game is: the winner is who finishes the puzzle first). Teacher can be a controller and facilitator.

### **Scrabble**

**Aims:** to involve all students, for practice spelling and revise known words.

**Materials:** four Scrabbles, paper and pencils.

**Procedure:** students are said to create pairs or groups of four according to their choice. Two pairs sit to one Scrabble. The teacher asks students if they know the rules and makes sure they really do so. The teacher instructs players to create English words and write down these words. Students play Scrabble for the rest of the lesson. At the end of the lesson they have all created words written down and calculate the score.

### **3.1.7 Role-play games**

It can be either the game itself or an element of other games. It needs active performing of the learner (e.g. At the shop) cooperating in pairs or smaller groups. Material is not necessary but can be useful. The teacher is a controller and facilitator, he gives the instruction but strict rules are not necessary. They practice speaking, writing and listening skills.

#### **Parents, parents, parents!**

This is a role play activity in which students act out being parents and teachers.

The teacher begins the lesson by asking students to discuss about parents and what they think of them in terms of their roles, how they should behave etc. He/she can dictate a few statements questions to get the students talking about the subject.

- *Parents do not pay enough attention to their children these days.*
- *Most parents do not know much about their children e.g. if they smoke or not, who they hang out with etc.*
- *Television is the reason children are so violent these days; parents are not to blame.*

- *The Internet is causing children more children to be anti-social and for parents to have little time with their children.*

Then, the teacher asks students to discuss the sentences in pairs and then bring the class together into a big debate. At this point, we may want to go over some useful vocabulary i.e. the sheet below. Once we have gone over the lexical set, students use the language to answer the questions (see appendix 5).

### **Reported speech role play**

After the teacher has taught reported speech, he/she puts the students into groups of three. He/she explains that one person in the three is a rich actress/actor, one is his/her niece/nephew and the last person is the butler. The actor/actress is hearing impaired and dying. She is going to decide what to do with her money and house after her death.

The teacher sets up the class so that the actors/actresses are on one side of the room, the nieces/nephews on the other and the butlers in the middle. The butlers need to give messages from the nieces/nephews to the actor/actress. The aim is for the butler and the nephew/niece to be nice so that the actor/actress will give them her money. As they are doing this the butler will use reported speech e.g. She said that you are lazy and never visited her. He said he was busy and didn't have time. He said that he was helping animals. - appendix 6 - ([http://eslsite.com/rd/Drama-Role\\_Plays/quick\\_drama\\_ideas.html](http://eslsite.com/rd/Drama-Role_Plays/quick_drama_ideas.html))

**3.1.8 Task-based games:** belongs to popular games nowadays, especially because of its connection with cooperative schooling. Usually pairs or groups work on meaningful task in the way they enjoy. Learners obey clear rules and they have got a chance to practice all language skills. Teacher is an organizer and facilitator. Teacher pre-prepares material for the game or learners prepare it themselves later.

Task-based activities are activities that require the use of the target language in order to complete a task. The goal is the completion of the task and not the use of the language, though the expectation is that the target language is being used to complete the task. This sort of activity does not focus on drilling grammar or vocabulary, but rather on how the task cannot be completed without using the target language.

### **The Party**

In this activity focused on food vocabulary, students are given a grocery list (in the target language) of as many items as there are students in the class. They are also given a page with various photos of some of the items on the list. In an effort to “figure out” who is bringing what to the party, students go around and check in with each other and ask if they are bringing in certain items on their list.

A sample question will need to be given to students as a model or it can be generated by the class. When a student answers yes, the one asking the questions writes down the name of the student who has the picture of the object. Once someone has a full list, the group comes back together and the teacher creates the master list with the class.

There are many possible follow-up activities, including the actual planning of a party, some form of a writing assignment involving all of the information gathered, or pair-work in which students compare their lists. This task-based activity gives students the opportunity to say the vocabulary many times and also to hear it numerous times within a meaningful context.

(<http://wlteacher.wordpress.com/2009/04/23/task-based-activities/>)

**3.1.9 Computer games** are a very popular type of the games nowadays. It can be played either at school or at home. It requires individual or pair work and learners practice their reading, writing and listening skills. The teacher can be tutor or play none role. There are usually given clear rules and the computer is necessary here.

There are a lot of computer games for learning English and students like to use modern technology. The main advantage of using computer games is that there are a large variety of computer games on the internet and player can choose their favourite games. This is an unthreatening environment because it is their world and they can check their answer without being exposed to a test or a public answer.

### **3.2 Types of games according to the age**

The key of making games acceptable to any groups of students is suitability. The games must be adapted to the students' level and age so that they will be suited to their language needs and personalities. For children age 6-8 repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children age 9-11 they have patience for longer games, which often include much more suspense. Also, when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 games are often much more planned and they often emphasize teams and teamwork.

#### **3. 2.1. Young children**

Philips (1994:5) defines young learners: "...children from the first year of formal schooling (five or six years old) to eleven or twelve years of age." Nevertheless, she also emphasizes that not children's age but their maturity is that counts in the classroom. It has already been mentioned that teachers should not forget learners learning. Young learners need to help with how to learn. Philips (1994) explains it that "learners' education and learning should not be confined to the limits of their classroom and textbooks." Teacher should be able to teach them how to learn outside the classroom, to absorb and join new information to the old one learnt during the lessons.

Teaching of young learners can be cheerful because young learners are usually active, enthusiastic, open and cooperative. They are usually happy with new activities that teacher prepares, most of them are not sheepish and they do not hesitate to use gestures as older learners do. Shelagh Rixon (2002) asserts that young learners learn more through play or activities intensified by fun.

#### **Principles for learning little children**

##### **1. Listening is the first skill**

Children learn to understand and speak by hearing and using language in natural situations. We should repeat patiently single words while the child is focusing on real objects, people or activities like singing, chanting, playing rhyming, language games.

##### **2. It is the content not the form that is of interest to the child**

A little child will learn to ask „Cookie, please” because he is practicing the request form, but because he wants a cookie. The natural need is the most important for language acquisition.

### **3. Little children learn with their whole beings**

Whole child involvement means that we should integrate as many senses as possible: seeing, hearing, smelling and feeling. Manipulating real objects, following directions, going on trips, working on art and crafts, cleaning up, singing, cooking, eating and learning to play games are all opportunities to use language with whole being involvement.

Little children should learn through total physical response games, action games, song and chant games, seat and chalkboard activities, speaking and guessing games. (Claire, Elizabeth. 1987: 1-2)

**3.2.1.1 Total physical response activities** greatly multiply the amount of language input that can be handled by beginning students. The main skills involved are listening comprehension and physical response which means that speech is not required. Students build self-confidence along with a wide-ranging passive vocabulary base. This type of activity should be used at the beginning or end of every beginner’s class for at least ten minutes. Students will use their energy and they will become ready to speak sooner when they are under no pressure to do so. Much more material may be taught for passive recognition than when production is required.

Examples of TPR activities can be:

**1. *Stand/ sit/close/open + eyes/mouth/ hands/books, etc.***

The teacher should give command until most students participate without hesitation. After we repeat and review commands, we can add new ones. Then we repeat and combine them before we add new ones, keeping students feeling successful.

**2. *Touch/put + ears/pencil/chairs/table/crayons/erasers.***

Students should recognize some items and identify them by means of touching. At this age students learn better through feeling and touching.

**3. *Around the room.***

Students walk around the room and do some activities according to the command: *put your chairs under the desks/ go to the window/ boys go to the map/ girls go to the blackboard, etc.*

**4. *Verb commands + negative command with ‘stop’***

It would be great fun for students to move around the class and do some activities like walking and then stop walking.



**5. Verb commands + negative with 'don't'**

Don't run to the door, walk to the door.

**6. Verbs of motion + places.**

The teacher gives commands like: walk tiptoe/ walk tiptoe to the teacher's desk/walk tiptoe to the teacher's desk.

**7. Write/erase + names/numbers/letters/words.**

At this level, students use their knowledge to write easy words and then erase them from the blackboard or from their sheets of paper.

**8. Draw + an animal/a face/an object.**

Some students feel very happy to sketch or to colour some objects on a paper or on the blackboard.

**9. Copy + word (number) times**

The teacher could say: go to the blackboard/ write the word 'boy'/ copy it three times.

**10. Shoe box** can be a source of endless games for little children. The teacher can collect small things or toys and sort them into a number of shoe boxes. They can be sorted according to the beginning letter or the lexical family. The student can play various games like taking out a thing which is he feels with eyes closed. (Claire, Elizabeth. 1987: 27-45)

**3.2.1.2 Action games with songs and chants**

**Tall and small**

Students stand in a line and the leader is the last one. Students learn the song and sing it doing the corresponding action.

I am very, very tall (raise hands above heads and stand on tiptoes)

I am very, very small (squat down)

Sometimes tall (up again)

And sometimes small (squat again)

Guess what I am.

The leader stands or squats as he chooses and the first in line must guess how he is tall or small. If he guesses correctly, she becomes the leader and so on.

(Claire, Elizabeth. *ESL Teacher's Activities Kit*. 1987: 73)

### **The little bus**

Students form a double line. One student at the front of the line is the driver. Several students will be the passengers waiting at a station.

The wheels of the buss go round and round, (The driver mimes steering and leads  
Round and round, round and round. the bus slowly around the room.

The wheels of the buss go roundand round. (The other students move their arms  
All on a rainy morning. as wheels go around.)

The driver of the bus says, “Move on back, (The passengers board the bus and  
Move on back, move on back” the driver waves his hand back.)

The driver of the bus says, “Move on back”  
All on a rainy morning.

The people on the bus go up and down (Passengers go up and down as  
Up and down, up and down. the bus travels slowly.)

The people on the bus go up and down  
All on a rainy morning.

The horn on the bus says beep, beep, beep, (Students mime pressing horn.)  
Beep, beep, beep, beep, beep, beep,

The horn on the bus says beep, beep, beep,  
All on a rainy morning.

The windshield wipers go swish, swish, swish, (Two hands imitating  
Swish, swish, swish, swish, swish, swish. windshield wipers)

The windshield wipers go swish, swish, swish,  
All on a rainy morning.

### **Summer is hot**

The teacher says the rhyme as students listen and repeat and add the hand movements, without partners.

Summer is hot. (slap your lap, clap your hands, face palms front)  
Winter is cold. (repeat above)  
I had a birthday. (slap your hands, clap your hands, right palm front)  
And I'm 9 years old. (slap your hands, clap your hands, both palms front)

After students learn the poem they can practice with a partner.

Summer is hot. (slap your lap, clap your hands, slap other's hands)  
Winter is cold. (repeat above)  
I had a birthday. (slap your hands, clap your hands, partner slap right hands)  
And I'm 9 years old. (slap your hands, clap your hands, partners slap both hands)  
(Claire, Elizabeth. 1987: 91)

### **3.2.2 Adolescents**

This group of learners is very challenging and demanding and can be very motivated. It is sometimes very difficult but it can be also rewarding for the teacher to work with them. They often respond well to a clearly organized task. They can be really enthusiastic and become focused in the topic they are interested in.

Teenagers are demanding for the teacher because they are in a difficult period of life, they are emotionally unstable, they have changing interests, get bored quickly, their choice is very important and they are sometimes averse to things that seem to be imposed. That is why we should do interesting activities proper to their age.

Although teenagers might pretend that they are not interested initially, once an activity gets started, they are excited. As a teacher of English Language, organizing games for teen classes can serve many purposes. It helps students that are still insecure with their English-speaking abilities feel more confident. ESL games also help students practice their language skills and work cooperatively with their peers. The more they are in control with what they do, the more they are likely to be engaged and achieve something.

Here are some types of games for teenagers: flashcard games, picture stories, lexical and DVD or video games. Some successful games for lower adolescents would be *What is there in the bag?* and *Spelling Bee*, or *How many words can you make?*

### **What is in the bag?**

The main aim of the game is asking yes or no questions and practicing new words.

The challenger has a bag in which he hides an object and asks players what is in the bag. Players ask him questions until they guess what it is. The player with the right answer wins a point and is allowed to be the challenger. (Rixon.1992:36)

### **Spelling Bee**

The two teams stand up to begin the game. The teacher reads a word to one member of the team who must spell it correctly. If he fails, he must sit down and the word passes to the other team. If he spells it correctly, the teacher reads out another word. Teams take it in turn to start. The game ends when the whole team has been eliminated. (Rixon.1992:37)

### **How many words can you make?**

In a mixed ability class is productive to have work in groups of four students. After they finish the teacher can collect all the words on the board. It is a creative game and the goal is to create as many acceptable words as they can.

A fairly long word is written on the board and players try to combine letters to produce new words. They may not use letters more than in the original word. The winner may be the one who has the most words or extra points can be awarded to player who find a word that no other player finds. (Rixon.1992: 38)

### **Word Chain**

Genki English recommends this game for junior high ESL students but adds that high school and adult students can play it, too. We divide the class into two teams. Both teams line up in front of the board single file. The first person from each team writes any English word on the board. The next player writes a word that starts with the letter that the original word ends in. For example, if the first player wrote "travel," the second player could write "love." Provide the teams a specific time limit. When the time is up, the team with the most words wins.

### **Vocabulary Game**

This game is based on Genki English's Hammer Game. The teacher divides the class into two teams and lines them up on either side of the room. The first student in line from each team comes to the front. Provide them a category such as food, colours or clothing. The students must take turns saying English words that represent that category. If one student hesitates, speaks in his native language or repeats a word, he must drop down and do five push-ups. Both players go to the back of their lines, and the next players come up to the front. You can keep score to make it more competitive.

### **3.2.3 Adults**

Adults seem to be serious and many teachers consider that is inappropriate to play games with these students. However, their attitude proved to be an advantage: they are prepared to believe that the teacher knows best and are happy to try out what is suggested.

They are very receptive and communication on specific purpose both academically and socially is very important for students at this age. They need tasks to be solved, activities in pairs or small groups. Students also need to exchange information or cross-question each other.

#### **What's the word?**

The main goal of the game is to give definition of the word or guess the word.

Players have a pack of 10 cards between them. Each card has one word written on it. Each player in turn picks up a card and does not let the other player see it. He asks a question or gives a definition or example which will give the other player a clue to the word. If the word is guessed correctly, the card is taken by the player who guessed it. If the player fails to guess it, the card is replaced to the bottom of the pack to be tried again later. The winner is the player who has the most cards.

## **3.3 Games used for developing different skills**

### **3.3.1 Games used for writing**

Writing is a skill that requires perseverance, work and effort. Students usually associate writing with homework which does not have a positive connotation for them. On the other hand, writing demands a completely different language than normally used in oral language.

Games can be a good way to prevent this because not only are games fun but they can provide writers a reason to write and it is obvious that writing will become easier when there is a

clear reason instead of just having to write because the teacher said so. Another thing that games can provide for writers is an audience. In many games other students will play the reader's part and therefore provide the writer with the necessary feedback that writing often lacks (Hadfield & Hadfield.1990: 5-6).

The main areas for developing the skill of writing are letters, words, sentence, paragraph, and text. There are games for developing each area.

### **Copying from the board**

Frequently students have to copy a word, list of words, a diagram, a paragraph or a text. This can sometimes be a boring activity and very often students do not copy accurately. This activity can be turned into an interesting game. The teacher writes up on the blackboard words or phrases with difficult spelling (trying, saying, writing, scanning, etc.) and gives students 30 seconds to look at the words before she/he rubs them off the board. The students then have to try to write them correctly in their notebooks and get one point for every correct word. The student with the most points wins the game.

Follow up: students can identify the spelling rules for -ing ending. (Harmer, Jeremy. 2007: 54)

### **Whisper writing of a sentence**

It is a game which involves students to whisper a given sentence. The game is to see whether the sentence at the end of the line is the same with the given one at the beginning the written version of the game begins with a student at one end of the line being written a sentence. The student is allowed to only half a minute to read the sentence and he is told that the spelling is important. Then the student has to write the sentence from memory. Then he shows the sentence to the next student and so on. The last student writes the sentence on the blackboard and the teacher writes the original.

In order to stop students getting bored either before or after they have written their version, two sentences might be given from either ends of the line. (Harmer.2007: 54)

### **General Questions**

#### **How does the game work?**

Before play begins, each player takes a question sheet and clips it to a question sheet holder. Each sheet contains a set of 28 questions plus answers. The questions are in four color-coded categories: Missing Word (Orange), Crossword Clues (Green), Multiple Choice (Blue) and Spelling (Yellow). During the game, players throw the dice and move their pieces around the board. If they land on a square bordered by one of these colours, they are asked a question from the corresponding category by the player to their right. If they answer correctly, they earn a scoring token of the appropriate colour and another throw of the dice. If they answer incorrectly, their turn is over and the next player to the left throws the dice to begin his or her turn, and so on. The first player to collect two scoring tokens of each colour is the winner. The game also involves strategy and luck through the 'Word Up' cards plus option, penalty and bonus squares.

The questions are arranged into five levels of difficulty, with level 1 being the easiest and level 5 the most difficult. Each player answers questions from the level best suiting his or her ability. (<http://www.teflgames.com>)

### **3.3.2 Games for listening**

The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help.

Students want to be able to understand what people are saying to them in English, either face to face on TV, or on radio, on cinema, theatre, or on tape, CD-s or other recorded media. They should be encouraged to listen as much as possible. The more they listen, the more they absorb the appropriate pitch, intonation, stress and sounds of both words and those which blend together in connected speech.

There are two kinds of listening: intensive and extensive listening. Intensive listening is in the classroom when students are listening to an audio or video material from a course book and detailed information. The extensive listening consists of words from film or songs students listen to and understand more or less, without intervention of the teacher.

Because there are different things we want to do with listening text, we need to set different tasks for different listening stages. For the first listening stage, we need to check students'

general understanding, and for the second stage we should be focused on detailed information, language used or pronunciation. (Harmer. 2007: 133 – 136)

Listening activities might be an effective way of training that particular skill but teachers need to involve students to do interesting follow up or they might get bored. By combining listening with games, teachers keep students' interest and increase the chance of the students to achieve their goals.

### **Jigsaw listening**

The class is divided in three groups and they have to listen to three different tapes which are about the same thing (e.g. witness report after an accident). Students have to assemble all the facts by comparing notes. In this way they may find out what happened or solve a mystery. This type of game gives students a purpose for listening: solving the problem or understanding all the facts.

### **Poetry**

Students work in groups of four and they are given three titles of poems. They have to predict what they are going to hear and write down as many words as they can. Then they listen carefully and underline the words on their notebooks their right predictions and get one point for every correct word. The winner is the team with the most points.

Learners can also compete for testing their listening comprehension. Students listen carefully to the poem for two times and try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur.

### **Video without sound**

Students can compete in pairs or groups. After they see the action without sound, they discuss the clues and predict what the characters are actually saying. Once they have predicted the conversation, the teacher rewinds the video and plays it again with sound. Who was right wins.

As a variation, the teacher plays the video without the picture. While the students listen, they try to judge where the speakers are, what they look like, what is going on. Then they listen again with visual images as well.



Another possibility is to divide the class in half, one half facing the screen and the other half sitting back to it. The ‘screen’ half see the short film without sounds and describe the visual images to the ‘wall’ half. Then they see it and describe the different perceptions. (Harmer. 2007: 133 – 136)

### **3.3.3 Games for reading – fill in the missing words from a text**

Reading is an important skill to possess especially for English language. First of all it is important because of the fact that to be able to write people need to know how to read. Secondly, it is important for people if they plan to visit the country where the language is spoken because then they will have to be able to read, for example, various directions, menus, and tourist brochures. Thirdly, knowing how to read is important if students are planning on getting an education beyond elementary school because that requires reading (Harmer. 2009: 77). Because of how important the skill reading is it is crucial that teachers seek appropriate means in order to keep students interested. As with the other skills, games can provide diversity and help keep subjects fun and interesting.

The term *extensive reading* refers to reading which students do often away from classroom. They may read novels, books, web pages, magazines which mean reading for pleasure, what Richard Day calls *joyful reading*. Intensive reading refers to the detailed focused on the construction of reading texts which takes place usually in the classroom. (Harmer 2007: 99-100)

### **Jigsaw reading**

Students read a short text which sets up a problem and then, in groups of four, they have to read three different texts with the same theme. Then, they rearrange in groups of three where each student has read a different text, and try to work out the whole story or describe the whole situation. The team who finish solving the problem first, will be the winner.

### **Reading puzzle**

We have to print a text and cut it in many parts: paragraphs and then each paragraph in little pieces of paper. Students have to reassemble the papers so that every group has a logic paragraph. The team which finishes first will be the winner.

Then we have to put arrange the stanzas and discuss the poem, giving the most suitable title. The player who guesses the title gets a point for his team.

## **Poetry**

The class is divided in groups of four, then each member of the group is given a line from a poem, they can read the line to the others but shouldn't allow others to see it. They have to reassemble the poem by putting the lines in order. (Harmer. 2007: 107-108.)

## **Memorizing the poem**

Another way to use a poem is to write it on the blackboard and read it aloud with the whole class. Then the teacher erases different words and the class read again completing the missing word from memory as many times as possible until the poem is out. The student who remembers the poem, reciting and writing it correctly, will win.

## **Reading a story**

The teacher selects a story for every group of three learners. A student is the 'runner' who relays between reader and writer. One student reads the story, the writer writes it down and the runner tell the writer the punctuation and capitals. The writer is not allowed to see the text. The first team to finish it correctly wins.

### **3.3.4 Games for speaking**

Games could be helpful in solving this problem because they call for communication, and they emphasize fluency instead of accuracy, which should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. Fluency is an important skill to practice because it is what is needed in the real world, and in that sense, it could be said that games provide a necessary connection between the classroom and the real world (Hadfield.1990: 5). Although games in general might emphasize fluency the category speaking games can be divided into two main categories. Those categories are: linguistic games and communicative games. Even though they both aim towards teaching speech in the target language they put emphasis on very different things. While linguistic games emphasize speaking correctly the goal when playing communicative games is fluency (Hadfield. 1999: 8).

### **Disappearing dialogue**

The teacher writes a text of a dialogue on the blackboard and students practice reading it aloud in pairs. Then the teacher starts removing parts from it, initially words and then lines. At the end of the activity, students have to make a dialogue similar to that one. They can be challenged to write it down from memory.

### **Dialogue building**

It is similar to the previous game except that the dialogue is not presented to the students but is elicited from them, line by line, using visual and verbal prompts.

The process of building a dialogue can be realized in the following steps:

1. Establish the situation using drawings of stick figures.
2. The teacher starts to elicit line by line conversation.
3. The first line of the dialogue is drilled, insisted on natural sounding rhythm and intonation.
4. Then the teacher elicits ideas for the second line of the dialogue, shapes and corrects the answers.
5. The two lines are put together and practiced with the teacher.
6. The process continues until the dialogue is complete.
7. Two students are chosen from two teams to perform the dialogue. They receive one point for each correct question or answer. As a variation, they can write down on the blackboard and notebooks. (Thornbury. 2005: 77-79)

### **Info-gap race**

The teacher pre-teaches or revises nouns relating to geometrical shapes (line, circle, rectangular, square, triangle and rectangle) and prepositional phrases such as *on the left, on the right, above, below, outside, inside*, so that the learners can describe a design, landscape or room interiors. The teacher dictates a design so that the students draw it correctly.

Now the game element is introduced. The class is divided into two teams and the blackboard is divided into two columns. Each team is given a paper with a design on it and members try to describe the picture so that their representative draws the picture on the blackboard.

The first to finish is the winner of the round. The teacher selects another design and the game continues. (Thornbury. 2005: 82)

### **Guessing games**

The main task of this kind of game is to develop speaking fluency. One student thinks of a job and the others ask yes/no questions to guess what it is. We can provide ideal conditions for automating knowledge which are repetitive: Do you work indoors or outdoors? Do you work with hands? Do you wear a uniform? The game takes place in real time so there is an element of spontaneity and unpredictability.

The game can be played in pairs, in two teams or with the whole class. Students ask questions in order to guess the job and the winner is the leader of the game and thinks of a new job. The format of the game can be applied to almost any topic, including the learner's own lives. For example, students can reconstruct the student weekend activities by asking yes/no questions.

### **Party jokes**

Students first learn and rephrase a joke that has a narrative element. Then, in pair or in groups of three, they exchange jokes. They should be taught some basic joke-framing expressions like: Did you hear the joke about ...? That reminds me of the joke about...

The repeated practice fulfils an important function of good speaking task. At the end of the activity, the class can vote on the best joke. (Thornbury. 2005: 96)

### **Alibies**

This classic activity has a game element. The basic format starts with two students being 'accused' of having committed some crime, such as a robbery in an institution where the class takes place between 10 and 11 on the preceding day. The two students go out of the room to establish an alibi. It is important to establish they were together for all that time. The class and the teacher prepare some questions of the type: *What were you doing? What did you do next? Did you meet anyone? What did you say? How much did it cost? Who paid?*

The accused are led in, one at a time, and have to answer the questions put to them. They are not allowed to claim that they do not remember. Any significant discrepancy in their answers means they are guilty.

As a variation, we can play ‘green card’. Immigration officers interview separately two candidates who pretend to be members of the same family. In this case they have to answer some questions about some members of the family. Their answers have to be similar. (Thornbury. 2005: 98-99)

### **Sentence star**

The learners draw a five-pointed star on a piece of paper. The teacher asks them to write on the tip of the first point *can*, on the second point *like*, on the third *have*, on the fourth *used to* and on the fifth point *going to*.

Individually, they write true sentences about themselves using the prompts. In pairs or in small groups, they take turns to read each other their sentences. E.g. *I can speak a little Portuguese*. The others in the group have to ask questions about each of the sentences. E.g. *Where did you learn Portuguese? How well can you speak? Can you write?*

The main purpose is to talk and know each other. In the end, they can report to the class interesting and new things they have just found out about their colleagues.

### **Potato game**

The game may be played in groups of 4 students. Players take turns to name one thing that can be done with a potato. If one can't think of an idea, he or she is out of the game. The last person to give a use is the winner.

As a variation, students take turn to think of a vegetable and answer ten questions without naming the vegetable. After each question, one of the others in the group will have a go at guessing what the vegetable is. Whoever guess it right, get 10 points, the next 9 points, and so on. Questions can be written on a sheet of paper or on cards:

1. Can it be boiled?
2. Is it countable or uncountable?
3. Does it grow in the ground?
4. Can you eat it raw?
5. Is it bitter or sweet?
6. Do people eat a lot of them in Romania?
7. What do you eat it with?

8. How big is it?
9. What colour is it?
10. What is the first letter?

(Seymour, David and Popova, Maria. 2005: 14)

### **Keep talking**

In pairs, students take turns to continue these monologues for as long as possible. Each student has to pick up a card with a prompt on it and talk about for about three minutes. I always feel good when ...

It's a long time since...

When I was young...

I wish...

I'm proud of ...

The best time of the day is ...

I prefer ...

In England ...

There is nothing wrong with ...

When I drink tea I ... (David Seymour and Maria Popova. 2005: 25)

### **Good and bad**

The class is divided into two teams A and B. When the teacher calls out the topic, someone from team A must quickly give an advantage. Then someone from team B must quickly give a disadvantage, beginning with 'Yes, but ...'

The team which does not know to continue giving arguments, will lose the tour. The other team will get a point for that tour. The team with the most points will win.

Some examples of topics: TV, cars, clothes, alcohol, coffee, having a baby, the welfare state, freedom, being self-employed, hitchhiking, cats and dogs, living in Romania, computer, being a man, being a woman, getting married and getting divorced.

(David Seymour and Maria Popova. 2005: 29)

## **3.4 Games for different purposes**

### **3.4.1 Grammar games**

Grammar presentation and practice activities can be evaluated by how efficient and appropriate they are.

**The E- factor:** Whatever grammar exercise is done in the classroom, it should be as efficient as possible. Efficiency should be broken down into three factors: economy, ease and efficacy. When we present a grammar rule, we should be economical: the shorter the better. The ease factor recognizes that most teachers lead busy lives and don't have time to sacrifice and prepare a long time for the exercise. The easier an activity is to set up, the better it is. The most important of all, we should ask ourselves how what it is its efficacy or if it will work.

**The A- factor:** every class of students is different because of their needs, interests, levels and goals or their beliefs, attitudes and values. That is why what is appropriate to a class is not appropriate to another one. (Thornbury. 2007: 45-46)

### **Happy grammar families**

It is a card game with verbs, subjects, objects and articles. Students play in groups of four, two against two facing each other and pair A can't see pair B' cards. Students shuffle the cards and each pair has five cards and the rest of them are in a pool, facing down.

The aim of the game is to put down as many words as possible in meaningful and grammatically correct sentences. The winner is the pair that has the most words in the sentences put down by the end of the game. They can also win by getting rid of the cards at any points in the game.

Pair A begins by taking a card from the pool and asking for a card from pair B. they ask for a grammatical category. i.e. Have you got a subject? If pair B has the card in that category, they must give it to them and they may lay down a sentence if the combination makes it possible. If the sentence is not correct the other team must explain the rule and the cards returned to the pool.

Verbs: give, hate, like, love, want, must, don't, go, can't, have.

Subjects: I, we, you, bread, CD player, man, woman, car.

Objects: us, me, you, bread, CD player, man, woman, car.

Article: a, a, the, the.

(Rinvolucris and Davis. 2010: 5-7)

### **Present perfect love story**

The teacher tells the students they are going to play a grammar game and read a romantic love story at the same time. I gave each group of three students a jumbled sheet. They have to sort out the jumble and add any necessary punctuation. Three points will go to the team that shouts out an unjumbled answer. Team that shout out a wrong answer will lose one point. In addition to being jumbled, three out of the thirteen sentences contain grammar mistakes. A team that spots a grammar mistake will get three more points and if they can correct, they get additional two points. A team that sees a mistake where there isn't one loses one point. If they are stuck the teacher can help them by giving the first three words and if they continue correctly, they get two points. The teacher keeps a record of the score as she goes along. - appendix 8- (Rinvolutri and Davis. 2010: 21-22)

### **Present tense simple and continuous**

#### **Progress report**

The class has to be arranged into pairs and ask each pair to make two large voting sheets one marked with a large A and the other one with B. The teacher writes the student's names in pairs on the board. And gives each pairs a bank of twenty-five points.

Then the teacher gives each student a copy of 'progress report'. Using the 'progress report: master sheet', the teacher reads out one of the sentences in bold. These sentences are missing from the students' copies of 'progress report'.

Then we give the students a short time to decide which of the sentences on their sheet fits. At a given signal, a representative from each pair votes by holding up the two prepared sheets with A or B. Pairs with wrong answer will lose a point. The teacher can give an explanation for the correct sentence.

As a variation, the students complete their 'Progress report' sheets selecting sentences from the 'Progress report: jumbled' list. This could be done as homework. -appendix 9- (Hall, Nick and Shepherd, John. 1991: 23)

### **Volleyball**

The aim of the game is to memorize and repeat the three forms of irregular verbs. The class is arranged into two teams facing each other. The teacher gives each student a set of verbs. A student from the first team selects a verb from their set and calls it out to the second team. A student from the second team must call back *the past simple*, the first team must then call back *the past*



*participle*. Now the second team selects a verb from their list and so on. For a correct answer they get a point for their team and for a mistake they get one point for the other team.

The teacher sets either a target number of points or a time limit. The teacher does not correct the mistakes but simply shouts mistake and writes the infinitive on the blackboard. At the end of the game each team has the opportunity to give the second and the third form of the verb on the board. The team with the most points wins.

(Hall, Nick and Shepherd, John. 1991: 44)

### **Did you write that?**

The main aim of the game is to drill a structure of like and dislike verbs and get students to listen to each other.

The teacher divides the class into groups of ten to twelve students and appoints a leader. The teacher writes two columns of verbs expressing likes and dislikes (I don't like, I can't stand, I hate, I loathe, I detest and I like, I really like, I love, I'm crazy about). Students have to write secretly, on a slip of paper, one thing that they hate and love but their mates would be surprised to find out. Everyone has to write down all the names of the classmates from the sub-group. After the leader of the group collects in the slips, he has to read out the favourite word list. They have to write each favourite word next to the name they supposed to write it.

The teacher writes the question: Did you write that your favourite word was...? Every group has a round of questions simultaneously. Each student can ask only one question to any other member of the group. There may need to be at least three rounds. If they are right, they get one point. (Rinvoluceri, Mario and Davis, Paul. 2010: 61)

### **Achievements**

The aim of the game is to practice present perfect and by + time phrases. The teacher prepares 10-15 sentences about himself or herself.

*E.g.: By the time I was six I had learnt to read.*

*I still hadn't learned how to ride a bike by then.*

*I have got over my fear of water by the time I was eight.*

*By the time I was nine I had ridden a bike.*

*By thirteen I had read a mass of books.*

*I have got over my fear of dark by around ten.*

The teacher asks students to have two different colours to write the dictated sentences, one colour for true sentences and the other one for false sentences. In groups of two, students explain their mates which sentences were true of their lives. Then, they have to ask each other some questions like: *At what age had you learnt to ski/dance/ sing/play table tennis by? I've learnt to ski by seven.*

Each student has to write some fresh sentences about his or her achievement by a certain time and tell it to the teacher. If it is correct, the student gets one point.

#### Variation

The teacher can use the same procedure for any area of grammar he wants to personalize. For instance, she can write sentences about things she hasn't done yet, things she likes having done, things she ought to do and feels she can't. (Rinvoluceri, Mario and Davis, Paul. 2010: 58-59)

#### **Picture the past**

The aim of the game is to practice past tense, past perfect and future in the past. Students work in groups of four. They have to draw a picture in the middle of a paper with something interesting they have done. Then they pass their picture to a neighbour of a foursome. Student A has to write a past simple sentence under the picture related to the picture. Student B writes about what had already happened before the picture action and student C about something that was going to happen. Each student should work similarly passing his paper to the next until it returns to him or her.

All this is done in silence with the teacher going around, helping and correcting. In their fours, they compare the pictures and sentences. The sentences frequently reinterpret the pictures in an amusing way. (Rinvoluceri, Mario and Davis, Paul. 2010: 85)

#### **Whose am I?**

The aim of the game is to practice *genitive + human or animate*. The teacher revises some words and teaches others about relatives or relations. Then she is going to tell them about some people close to her. She could say something like this: I am Maria's and John's daughter, Adrian's wife, Naomi's mother, Cornel's granddaughter and I am not a twin. The students have to repeat back to the teacher as best they can.

The next step is to work in pairs and do exercise that the teacher has just demonstrated. It is very important for students to be good listeners. In turns, they have to speak for one minute and the others repeat what they have said. They can receive a point for each correct genitive. (Rinvoluceri, Mario and Davis, Paul. 2010: 90)

### **Future forms**

This game can be played while we are teaching or repeat future forms of the verbs. We need three chairs spaced out in front of the classroom. They represent the present continuous, near future with *to be going to* and future simple.

As a procedure, the teacher gives a few examples from real life sitting in the appropriate chair. For instance, she sits in the first chair saying: ‘I am meeting an old friend who is leaving town tonight’. Then she moves on the next chair and says: ‘we are going to go out for a meal’ and on the third chair, ‘then we’ll go back for a coffee or go for a drink’.

The next step is to invite students to come, sit down and make up a sentence about future. If we find students are sticking to one structure, it’s worth introducing the rule that no chair can be used more than twice consecutively.

This exercise can be adapted to other structure like: present continuously for ‘around now’ versus present tense, various types of conditionals, modals etc. (Rinvoluceri, Mario and Davis, Paul. 2010: 110-111)

For every correct sentence they get a point. The student with the most points will win. The game can be played in teams and students can accumulate points in turn for their team.

### **3.4.2 Vocabulary games**

According to Rixon, “Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it” (1992: 82). Moreover, the author continues, “Vocabulary games provide a good chance for students to learn something from one another” (1992: 80).

### **Charades**

The teacher writes vocabulary words on individual index cards. The class is divided into two teams, and one individual from each team act out the same word. The team which correctly guess the word first scores a point.

### **Pictionary**

The teacher writes vocabulary words on individual index cards or uses sets from charades. He/she breaks the class into two teams, and one individual from each team draws a picture on the board. Drawers cannot use letters numbers or symbols in their drawings. The first team to guess the word correctly scores a point.

### **Memory**

The teacher creates his/her own memory game using vocabulary words. Write each word on individual index cards. For each existing card, make a matching card with the definition, a synonym or an antonym. Students shuffle the cards and arrange them all face down on a table. Students take turns flipping over two cards. If the cards make a set, the student keeps the cards and takes an additional turn. The person with the most cards at the end of the game wins.

### **Modified Catch Phrase**

The teacher makes vocabulary cards. Students sit in a circle with a timer set for a random amount of time (3-8 minutes works well). Shuffle the cards and give the deck to the first person in the circle. That person draws a card and tries to get his classmates to guess the word by giving verbal clues. He cannot say the word or any part of the word. When someone guesses the word, he passes the stack to the next person who takes a turn with another word. The person holding the stack of cards when the timer goes off loses.

### **Scattergories**

The teacher chooses ten categories with your students or before class starts (e.g. types of pets, city names, sports, items in a kitchen, etc.). He/ she uses an alphabet die to determine the letter for each round of play sets a timer for three minutes. Students must think of one word for each

category that begins with that round's letter. Students score one point per word, and the person with the most points at the end of three rounds is the winner.

### **The Dictionary Game**

The teacher chooses an unusual word from the dictionary and spells it for his/her students. Each person creates a fictional definition for the word and writes it on an index card. Then the teacher writes the actual definition on another index card. He collects and shuffles the cards, and then reads all the definitions. Students must try to guess which definition is the real one.

### **A-Z Pictures**

Using a picture with many elements, students attempt to find an object in the picture that begins with each of the letters A through Z. After about five minutes, students compare answers. The person with the most correct answers wins the round.

(<http://busyteacher.org/13612-7-best-games-for-vocabulary-class.html>)

### **How special am I?**

The teacher writes on the blackboard some categories: positive and negative characteristics, hobbies and talents, places for holiday, significant years, influential persons, treasured possessions, favourite colours, and four seasons. Then she writes two or three examples on the blackboard. The teacher gives each student a copy of the sheet and asks them to complete it individually, setting a time limit.

Each student starts with ten points and the aim is to prove that they are different from the other students from the group. Students work in groups of four and have two dice for each group. They take turns to throw the dice and speak. For example, if they throw three and five, they can speak about item three, five or eight (the sum of them) from the sheet.

When they talk about their item, they can be challenged by another student in the group, if he or she has something in common with them. If the claim is successful, the student who was challenged has to give one point to the other student. Only one challenged can be made on each turn. The winner is the student with the most points at the end of the game.

Variation: instead of throwing the dice, the person to the right of the player may say which number he would like the player to talk about.

Follow-up: students write their name on the top of the sheet, then collect them and ask one student to come in front and read without telling the name. The other students have to guess the student's name according to the description. (O'Dell, Felicity and Head, Kathy. 2011: 12) – appendix 10

### **At home**

The aim of the game is to learn and revise common vocabulary items related to houses. The teacher divides the class into teams of four to six students and gives them an envelope with picture cards. They have to spread them on the table and hold up the correct picture when the teacher pronounces the word. This can be considered a warm-up activity.

Students return their envelope of cards and place them on the teacher's desk. A student from each team picks up a card from the envelope of their team and has to mime it to his team to guess. Each team gets a point when they guess the word correctly. After fifteen minutes, the team with the most points, is the winner.

As a follow-up, students discuss with their partners which things they have in their own home. (O'Dell, Felicity and Head, Kathy. 2011: 28)

### **Five things**

The class is divided into two or three teams. The teacher tells them a category and they have to choose a leader of the team. They discuss in their group and the leader runs to the blackboard and writes five things in that category. The fastest team wins a point. Things that: come in pairs, can fly, float in water, move fast, are symmetrical, make a lot of noise, are invisible, you can't buy, are soft, can be full or empty, have holes, are difficult, fit together, make you feel good.

As a variation, teams take turns to shout out words in this category. The last team to think of one wins a point. The teacher has to set a time limit for the last item.

(Seymour, David and Popova, Maria. 2005: 123)

### **Clothes**

Find someone in the class who is wearing something green / designer clothes / blue jeans / something striped / the most zips / the most interesting buttons. The student who guesses the right

name wins a point. As a variation, they can point the right thing either on himself or on another student and win a point too.

Another variation of the game can be to tell all the students to stand up and tell them to sit down if they are wearing green socks / a belt / trainers / a sweatshirt with a logo. The teacher can vary according to what students are wearing. The last person standing is the winner. (Seymour, David and Popova, Maria. 2005: 124)

### **3.4.3 Functional language games**

The aim of this kind of games is to practice and develop different kind of functional language like: giving and asking advice, offering to do something and answering to an offer, making and replying to a suggestion, inviting and answering to an invitation, asking for permission, complaining and apologizing, giving directions and opinion, agreeing and disagreeing.

#### **Advice**

In small groups, students continue these tips and write their own ideas down. Swap them with another group, and see if they agree with their advice.

To look after your heart, you should or should not ....

To be happy in life, you should (not)...

To learn a language, you should (not)...

To drive safely, you should (not)...

To bring up children well, you should (not)...

To go on well with people, you should (not)...

In pairs, students agree what they would do if someone: has hypothermia, goes into labour, stops breathing, swallowed something poisonous, has been electrocuted or has been beaten by a snake. (Seymour, David and Popova, Maria. 2005. P. 46)

#### **Complaining and criticism**

Students imagine they are in a shop complaining to a sales assistant. In pairs, they write a mini dialogue with the following pairs of words: brown/black; satin/matt; larger/bitter; brown/white; hamburger/cheeseburger.

E.g. -Customer: I asked for size 14, but you gave me 12.

-Assistant: I'm terribly sorry, madam. I will bring you a 14 size.  
(Seymour, David and Popova, Maria. 2005: 47)

### **Offers and requests**

The aim of this activity is to make requests, using the following prompts:

I'm hungry. I'm fed up. I'm lonely. I'm stressed. I'm tired. I'm broke. It's hot in here. I can't reach. I can't get to sleep. I've got a headache. I need to sit down. There is no sugar in my tea. I don't understand. My car is broken down. I feel sick. (Seymour, David and Popova, Maria. 2005: 61)

### **Booking a room**

Students work in pairs. One of them is the receptionist and the other is a guest checking into the hotel. They have to role-play a conversation, using these words: *single/double, en suite, one night/two nights, suitcases/, alarm call/time, champagne, sauna/pool, internet.*

When they finish, they have to write the conversation down and compare with another pair. (Seymour, David and Popova, Maria. 2005: 62)

## **3.4.4 Phonetic games**

### **Spelling Bee**

A Spelling Bee is a classic spelling game which will help your students spell and review words from their vocabulary lists. The class is divided into two teams and each team stands along an opposite wall of the classroom. The teacher gives one word at a time to each student, alternating teams. If the student spells the word correctly, she goes to the end of the line until her turn comes up again. If she spells the word incorrectly, she sits down. The last team standing wins. This game is a great way to review vocabulary and spelling. (<http://busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html>)

### **Find the vowels**



The teacher makes a set of go fish cards using spelling words. For each spelling word, he/she writes the word on one card minus the vowels in the word (for example “*H—D*”). On another card, he/she writes the vowels which complete that word (for example, “*-EA-*”). Students play the card game go fish style by matching the spelling word with the vowels it needs to complete the word. You can add cards to the set as you add spelling words throughout the year.

(<http://busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html>)

### **Invisible Man**

For a team spelling game, the teacher draws two stick figures on the board. Each figure should have the same number of parts. The goal is to make your team’s stick man invisible before the other team does. The teacher gives each team a word to spell. If they spell it correctly, erase one piece of the stick figure. If they do not spell the word correctly, leave the stick figure unchanged. Then repeat with two new words. The first team to make his man invisible wins!

(<http://busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html>)

### **Magnetic Letters**

Using a magnetic board and a few sets of magnetic letters (available in most stores), see which player can create the most words in a set amount of time, around five minutes, from his set of letters. After the five minutes is up, check the words and explain any unfamiliar vocabulary. The person with the highest number of words wins the game. As a variation the teacher can use letters from paper and give a certain number so that each student can make words and spell them correctly.

(<http://busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html>)

### **Word Search**

A word search is a fun way for students to review spelling words. Give each person a sheet of graph paper and have him write the spelling words in the grid before filling in the remaining boxes. Have students exchange their word searches and see who can find all the vocabulary words first. (<http://busyteacher.org/11555-10-fun-spelling-games-for-your-esl-class.html>)

### **Stress moves**

This is a game of physical movement for the whole class. The teacher chooses twenty words from the course or asks students in turn to suggest a word. The teacher makes sure that the words contain a number of different stress patterns. We can write them on flashcards.

The teacher decides on some 'stress moves' before the class. The stress moves are physical movements which are made when players pronounce the word (e.g. they can make a fist for each unstressed syllable open fingers for stressed syllable or clap hands for unstressed syllable and bang the desk for stressed syllable.)

The teacher asks students to sit in a circle so that they can see each other. Each student receives a flashcard and says the word on the card with a stress move to accompany it.

One player begins the game by saying his own word with the appropriate stress move and then saying another's player word and so on. The game continues until a player makes a mistake. A mistake occurs when a player fails to respond when his word is called, forgets to repeat his own word, pronounces words incorrectly, or makes the wrong stress move.

Each player begins with ten points and loses one point for each mistake. The game can be restarted by the teacher or by the player who made the mistake. The game finishes when one student has lost all ten points. (Hancock, Mark. 1995: 15)

### **Happy families**

It is a card game played in groups of four or five players. The aim is to collect complete families of words such as: *civil, civility, civilize, civilization*. The monitor deals out five cards to each player. Players take turns to request cards from any of the other players. For example, *Mary, can I have civility, please?* If the player has the word, he must give it. Then he continues asking for cards until the player doesn't have the card and take one from the monitor. Then the next player asks for necessary card and so on. When someone completes the family word, he puts the cards face down on the table. The player with the most complete families is the winner. The job of the monitor is to make sure that the players pronounce words correctly when they ask for them. (Hancock, Mark. 1995: 27)

### **Hidden names**

The aim is to identify the common sound in the group of words. The teacher makes a copy of the puzzle for each student of the class. The game can be played individually or in pairs. The names of the four members of the family are hidden in the columns of words beside them. To find names, it is necessary to find the common sound that all the words in the column contain. Then put these sounds together to make the name. If students are familiar with the phonetic script, it will be useful for noting down the sound below each column. Otherwise, they will have to note it by underlining it in the words.

For instance, mother's name is hidden in the following words: suggest, soldier, jacket, fridge /dʒ/; although, saxophone, postman, follow /əʊ/; stranger, danger, enters, revenge /n/. The name is Joan.

For father's name, we have: autumn, combining, comfortable, handsome /m/; apples, parrot, expand, backache /æ/; eighth, thought, through, tooth /θ/; university, future, yellow, newspaper /j/; teaspoon; juicy, movement, twenty-two /u:/. The name is Mathew.

Another hidden name is daughter's: ocean, shop, sugar, fishing /ʃ/; reading, complete, seventeen, pieces /r:/; castle, battle, arrival, pills /l/; America, psychology, water, kitchen /ə/. The daughter's name is Sheila.

The last name can be found in the following words: nature, fetch, question, children /tʃ/; heart, tomato, calmer, marching /ɑ:/; elephant, eleven, golf, hopeful /l/; gives, zero, apples, those /z/. The son's name is Charles.

We can make our own names or any other names. Students can also work in small groups and make their words for their colleagues and change papers between them. The first group who discovers the word is the winner. (Hancock. 1995: 34-35)

### **Win a word**

This is a matching card game pointing to vowel sounds in words spelt with *e*. the vowel in on syllable words with a final *e* tends to be pronounced as it is in the alphabet. The teacher divides the class into small groups and gives them cards. There should be two piles of cards with word beginning and word ending. Students have to place cards on the two piles and the first player who notices a word must put a hand over the cards and says the word. Students check it and if the word exists, this player wins all the cards in the piles. The player with the most cards at the end of the game is the winner. (Hancock. 1995: 46-47)

## **Bingo**

This is a listening and searching game for students at elementary level. The aim is to discriminate sounds and is to be played with the whole class.

The teacher copy and cut the sheet of cards so that there is a sheet of card for one student. After the teacher gives out the prepared cards, he/she reads out each of the words from one of the cards in random order, ticking off the words in order to avoid repetition. Students have to cross out the words on their card as they hear them. When a player completes a horizontal or vertical line, he/she should shout *bingo*. The teacher asks this player to read back the words in the completed line for checking it. If this is correct, the player is the winner. The game continues to give other players the opportunity to win second and third positions.

We can make our own version, making a list of 16 or 25 words. Students can draw the grid and write words in random order after dictation. If they are unsure, they can ask for the spelling at this stage. Then the game can be played as above. -appendix 11- (Hancock. 1995: 70)

## **Phonetic code**

It is a search puzzle for intermediate students working individually or in pairs. The aim is for awareness of sounds. The teacher makes a copy of the puzzle for each member or writes it on the blackboard. Numbers refer to sounds which are common to different words. If students are familiar to phonetic script, they can use symbols.

The three sentences contain a secret message from one spy to another. To find the message, students must break the code. They have to put the sounds together in numerical order and get the secret message. The first student who finds it is the winner. - appendix 12- (Hancock. 1995: 74-75)

## **3.4.5 Spelling games**

### **Spelling auction**

The aim of this game is to detect the badly spelt words. Students work in teams of four. They have five hundred euros to spend on the vocabulary in this list. The teacher auctions each word. Students have to bid against the other teams. The badly spelt words are worth nothing. At the

end, the team with the highest number of correct spelling words is the winner. In the event of a draw, the team with the most money left wins.

Here is a list of selection of words with the correct spelling given in the brackets: across (across), necessary, bicause (because), foreign, ieither (either), forty, buisness (business), receipt, government, Wendesday (Wednesday), people, adress (address), tommorow (tomorrow), biscuit, begining (beginning), yesterday, beautifull (beautiful), neighbour, restorant (restaurant), cigarret (cigarette), sentence. (Seymour, David and Popova, Maria. 2005. P.145)

### **Grid wars**

The aim of the game is to repeat the new words with proper spelling. The teacher selects 25 recently learnt words and writes the initial letters in the grid of five squares on the blackboard. The class is divided into two teams. Team A has to win a line of letters from top to bottom and team B has to win a line of letters from left to right. The line can go in any direction but not diagonally.

The teams take turns to choose a letter and give a definition for a word that begins with that letter. The other team has to guess the word and gets one square. If they get all the line of squares, they win. If not, the letter is out of bounds and no team can choose it. (Seymour, David and Popova, Maria. 2005: 145)

### **Spellbound**

This game is played any time to check students' spontaneity and vocabulary.

Students take turns to say and write a word beginning with letter *c*. They can't repeat a word which has already said and written. Any student who can't say a word is out of the game. The winner is the last student left.

When most of the students have had a go, the teacher can change the first rule. If the class finds this too easy, the teacher can change several rules at the same time: a verb including the letter *b*, a noun including two vowels, a word with two consonants together, a word with a double letter, a word with two syllables, a word containing at least three different vowels, a word with a silent sound. (Seymour, David and Popova, Maria. 2005: 146)

## **3. 5 Games for every style of learning**

The style of learning is very important for because each student has his/her own style in which he learns better. That is why a teacher has to know students very well in order to answer all their needs. There are many kinds of games and most of them access the multiple learning styles. Because students have different learning styles, it's important to incorporate multiple teaching techniques into the classroom experience.

There are many models of different learning styles in education. The most widely used is the VAK learning styles model, developed in 1987 by Neil Fleming, a high school and university teacher from New Zealand. Its letters stand for the three learning styles: visual, auditory, and kinesthetic. Fleming later added a fourth, read/write, changing the acronym to VARK. ([http://www.education.com/reference/article/Ref\\_Teaching\\_Tips/](http://www.education.com/reference/article/Ref_Teaching_Tips/))

**Visual learners** process information most effectively when the information is seen. Depictions can include charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in worlds. These learners think in pictures and have vivid imaginations. They often enjoy reading, have good handwriting, are very detail-oriented, are organized, and have a keen awareness of colours and shapes. They replace words with symbols or initials, translate concepts into pictures and diagrams, underline or highlight your notes or textbooks with different colours, turn your visuals back into words, and use flashcards of key information with words, symbols, and diagrams.

**Aural learners** process information most effectively when spoken or heard. These learners respond well to lectures and discussions and are excellent listeners. They also like to talk and enjoy music and dramas. When trying to recall information, aural learners can often "hear" the way someone told them the information. Play word games and use rhymes to practice language. These students read aloud and are good public speakers. They also use beats, rhythms, and songs.

**The read/write learning** style was added to Fleming's model after the initial three. Read/write learners specifically learn best through the written word. They absorb information by reading books and handouts, taking lots of notes (sometimes word-for-word), and making lists. They prefer lectures, diagrams, pictures, charts, and scientific concepts to be explained using written language. They are often fast readers and skilful writers. This kind of students learns by writing plenty of notes, rewriting them in their own words, and studying from them. They like playing games using dictionaries and answer multiple-choice questions.

**Kinesthetic/tactile** learners process information actively through physical means.

Kinesthetic learning refers to whole body movement while tactile learning refers only to the sense of touch. These learners make gesture when they are speaking and they are poor listeners, losing interest in long speeches. Most students that do not perform well in school are kinesthetic/tactile learners. The learner is connected to real situations through experience, example, practice, or simulation. Take in information through field trips, laboratories, trial and error, exhibits, collections, and hands-on examples. They put real life example into notes summary and use pictures and photographs that illustrate an idea.

([http://www.education.com/reference/article/Ref\\_Teaching\\_Tips/?page=2](http://www.education.com/reference/article/Ref_Teaching_Tips/?page=2))

### **3.5.1 Visual games**

This type of games can use materials like flashcards, colourful pictures, posters, videos, story books with pictures, computer graphics, maps (e.g. treasure maps), charts, cartoons, board games, worksheets and puzzles.

#### **Flashcards**

They stay for pictures that can be hold up when standing in front of the whole class. They are a very useful teaching aid, used for showing the meaning of a lexical item, telling a story, prompts for a grammar problem or prompts for guessing, definition, description games. (Scrivener. 2005: 333)

#### **Memory games**

The teacher puts large flashcards on the blackboard and asks students to say and repeat the correspondent word for each of them. Then, they have to look at them for a few minutes and try to memorize them. The teacher takes them and the students have to write down as many words as they can. After a given time, the teacher gives them one point for each correct word. The winner is the student with the most points.

For a higher level, the teacher can ask them to give a definition to each correct word and adds an extra point for it.

#### **Memory story**

This game can be used with cards representing activities. The aim of the game is to identify picture with the right English verb and remember all the other activities.

The teacher divides the class into groups of four or more. They have to tell a story using past tense form of the verbs. They can begin with: Yesterday I went shopping and bought... the next one has to repeat all that has been said and add his activity suggested by the picture. The game continues until one student doesn't know what to say. He is out of the game and so on. The last student who stays in the game is the winner.

### **Concentration**

There are two sets of flashcards, either picture/picture or picture/word. Students attempt to turn over and match from both sets. If they do so, they may continue. The student with the most pairs, at the end, wins.

As a variation, the teacher divides the class in three groups, each of them standing in a row. Each team has some flashcards spread on a table. In turn, they have to match them with the corresponding words. The fastest team wins.

### **Snap**

The cards are face up on the table. The teacher says a sentence and the first student to “snap” or slap the right card gets to keep it. The most cards at the end, wins. You can play this full class by putting large flashcards on the board and having students run up to the blackboard and slap the correct flashcard.

### **Go fish**

This is a grammar game using some closed question / answer (ex. Did you ..... last night? – Yes, I did / No, I didn't). Students in groups of 3 or 4 ask each other questions using the target language. If the student asked has that card, they must give it and that student collects a pair. They may continue until they don't collect. If a student runs out of cards, they pick up some more cards to continue. Most pairs at the end wins.

([www.eslkidstuff.com/flashcardgamescontent](http://www.eslkidstuff.com/flashcardgamescontent))

### **Posters**



We can use posters with stars or celebrities for teaching students how to describe someone or posters with places or objects for describing them.

Students have to look at a poster for 2 minutes and try to describe it. Then they have to write down as many characteristics as they can. Those with the most points win.

### **Picture stories**

They can be in a book or handout and “traditionally they have been used as a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities. Most picture stories seem inevitably to involve practice of past simple and past progressive.” (Scrivener. 2005: 334)

Students can play different games with picture stories. Students work in groups of four and they receive six pictures with a story. They have to put them in order so that they have a logical sequence of a story and talk about it for at least one minute.

### **3.5.2 Listening games**

Language games for this type of learner are mainly listening based. They include games that involve repetition, dictation, and listening for clues. Songs are what work best for musical learners, but they will be debated in the following chapter.

Songs work best with musical learners and we can do a lot of things with a song: listening for a gap- filling, listening for vocabulary development, listening for discussion, listening and write a story based on the song, listening and act out a role play.

Chants are also an ideal way to reach musical learners. They are very rhythmic and easy to remember. We can have classroom rules in a chant or grammar chants to practice any verb tense. Rhymes have a particular rhythm that is very attractive to musical learners. We can play games with rhymes, teach irregular verbs in rhymes or use creative exercises asking students to come up with words that rhyme.

Reading is another way to reach musical learners. Students can read out loud individually, in chorus, or after a model from a recorded native speaker or from the teacher.

Listening to real audio materials can be challenging for this type of learners. They are also able to detect rising or falling intonation. By means of pronunciation practice, they also can hear the differences between vowel and consonant sounds as well as specific consonant combinations.

(<http://busyteacher.org/15551-how-to-teach-musical-learners-9-ways.html>)

### **Match the Pairs**

This type of game can be played on the computer, either individually or in pairs. Students have to match two cards which have the same sounds and if they are right, both cards disappear. The student who is the first is the winner. As a variation the winner has to explain some word with similar sounds and different spelling.

### **Jigsaw listening**

It is also an excellent team building game, as the teams send representatives to different listening stations, and then try to reconstruct the story when all the listeners have returned to the team. These kinds of games also help students learn how to make use of TV and radio broadcasts in English to practice on their own.

### **Who's got what?**

This is a game for practicing listening skills in a fun and exciting way.

Students work in groups of four. Put the following 4 objects on a table or chair: I've used common objects: a coin, a book, a pen, a ball. Each student will represent a number, 1-4. Students will hear instructions. For example, "Number 2, pick up the book." "Number 1, hand the coin to Number 4." "Number 3, don't pass the pen to Number 1." The directions on the audio speed up as it plays. The object is for students to follow the directions perfectly. At the end of the audio, we see who's got what. If something doesn't work out, let the students start again from the beginning.

There are two versions so far. One is the Easy Level. Even beginning students can follow the instructions with some pre-listening help. The verbs used: get, give, hand, pass, pick up, take.

There is more variety in the instructions here, and they come fast. Verbs used: get, get rid of, give, hand, pass, pick up, put down, take, trade. (<http://www.etseverywhere.com/action-listening-games/whos-got-what-an-action-listening-game>)

### **Magic eyes**

The teacher sticks a set of no more than six flashcards in a row on the blackboard. He says the names and gets the children to repeat them two or three times. Then he takes cards one by one

and children repeat the names as if they were still there. When there aren't any flashcards on the blackboard, students write them down on their notebooks and get one point for each correct word. They count the points and add extra points for correct order.

### **3.5.3 Kinesthetic**

Tactile and kinesthetic learners are often the students who just don't get what you're trying to teach in a traditional lecture or worksheet-based lesson. Kinesthetic learners take in information best when they use their whole bodies to complete practice exercises. Tactile learners are also physical learners, but they are more likely to learn things from model building and hands on instruction.

Movement enhances the mind, body, and emotion connection

For years, centuries even, the mind, body and emotion have been treated as separate entities. In his lecture based on his book, *The Kinesthetic Classroom*, Mike Kuczala explains, "The brain and body have unfortunately been separated for both medical and educational purposes for far too long. The body is simply an outward extension of the brain. Using the body to learn is a simple, readily available, and efficient way for students to learn and remember content" (Kuczala, 2010, p. 8).

Another important factor that is simple but still overlooked is that the brain is housed in the body; therefore, the actions of the body directly affect what happens in the brain. Movement sends more blood and oxygen to the brain. We can conclude that since we use our brains for learning, this increase in oxygen and blood flow, which enhances brain activity, also enhances learning.

Learning is also an emotional experience. Therefore, the emotional state of the learner must be taken into account. Kolb addresses this in his research of the experiential learning cycle. He says, "Indeed it appears that feelings and emotions have primacy in determining whether and that we learn. Negative emotions such as fear and anxiety can block learning, while positive feelings of attraction and interest may be essential for learning." Simply stated, "To learn something that one is not interested in is extremely difficult." (Kolb, 2005, p. 16) This statement means that we do not pay attention to boring things. Adding movement to a classroom setting can create positive feelings

of excitement, suspense, interest, and comfort, thereby addressing the emotional needs of the learner. (<http://serc.carleton.edu/introgeo/enviroprojects/what.html>)

### **Doctor, doctor**

The aim of the game is to do the role plays and practise vocabulary related to everyday illnesses, their symptoms and treatments. The teacher needs to prepare some materials like sticky labels for each student, one patient card for each patient, one doctor's treatment card for each doctor, instructions for patients and doctors, six gold or silver stars for each patient.

The teacher asks the class to brainstorm reasons why someone might go to see the doctor. He/she can make a list on the blackboard of the problems and symptoms, focusing on the key vocabulary. Students have to discuss in pairs ways of treating each of the problems. The teacher writes on the blackboard a typical dialogue and they have to practise the dialogue in pairs, substituting different health problems and treatments.

For main activity, the class is divided into two equal groups, one representing doctors and the other patients. The class is arranged so that each doctor has a surgery behind the desk, with a chair in front of it, and one part of the class is made the waiting room. Then, the teacher gives a label to each doctor and patient and asks them to choose a name and wear it as a badge. Then they go through the instruction sheets with the whole class and do the role plays.

As a follow-up, the teacher gives each patient six stars to be awarded to the doctors as follows: three stars for the most helpful doctor, two stars for the second best and one star for the third best. Students go and stick the stars on the doctor's badges. If we don't have stars, we can write the doctor's names on the blackboard and draw the stars the students awarded to each doctor and ask them to explain their choices to the class. Then, the teacher asks doctors which patients were the easiest and which were the most difficult to deal with. - appendix 13 - (O'Dell, Felicity and Head, Kathy. 2011: 73)

### **Bring and buy sale**

The aim of the game is to practise talking about things they want to buy and sell. We need a set of picture cards for each pair of students.

The teacher pretends he/she wants to buy an item from a student in the class. Ask him how much it is and try to buy for a cheaper price. Then write down the blackboard some key sentences.

(e.g. I want something cheaper. / It's not worth ten euros. / I'll give you five euros for it. / It's worth much more than that. / I'll take it. / It's a deal. / It's not what I'm looking for. / It's too expensive, I can't afford it.)

This is a sale where everyone brings something to sell as well as looking for things to buy. The aim is to sell and buy as many objects as possible on their list for the best price. Each student is given a card with what he would like to buy and four picture cards with items he would like to sell. All the items are second hand and some are older than others, but they are all worth approximately the same.

They have 50 euros to spend and may spend any money they receive from selling. They need to move around the classroom trying to buy and sell their items. The teacher encourages them to talk to as many people as possible in order to get the best price. If a student buys an item, he takes that picture of the item. They also keep a note of much they spend and receive for each item they sell.

After the teacher stopped the activity, students count up their scores. They get two points for every item that has been sold and bought and one extra point for every five euros they still have.

As a follow-up, students tell the rest of the class what they have bought and what they have sold, the price and how much money they have left. The class decide which student did the best. (O'Dell, Felicity and Head, Kathy. 2011: 96-97)

### **A game for movement and revision of tenses**

#### **Change places if...**

The aim of the game is to practise the language needed to talk about everyday activities. As a warm-up, the teacher gives students a copy of the sheet and brainstorm answers for two or three sentences. Then the teacher asks students to complete their sheet individually with either positive or negative forms.

For this exercise students need to sit in a circle with their completed sheet. The chairs should be less than the number of students. The remained student stays in the centre and read the following statement: 'Change places if you ate an egg for breakfast.' All those students who ate an egg for breakfast change places and the student in the middle tries to find a place in the circle. The remained one will read the following sentence. The game can continue until most students have had a turn standing in the middle.

A variation of the game could be with the same sheet but all students sitting down. Students take turns to read a statement from their sheet. They can begin with: 'Give yourself a point if you...' After each student has had the opportunity to make a sentence, all players total up their points, to see who the winner is. -appendix 14- (O'Dell, Felicity and Head, Kathy. 2011:24)

### **3.6 Other types of games**

#### **3.6.1 Warmers and fillers**

The idea of a warmer is to increase student talking time at the beginning of lessons, to lead in to whatever is going to be taught during the lesson and to warm the students up. This should encourage the students to speak English and to feel comfortable in a completely English-speaking environment.

#### **A strange dream**

This game is meant for fun and writing comprehension taken from a seminar with my colleagues. It can be done at the beginning of school or at the beginning of a regular lesson. Students will have fun with the context and there will be a nice atmosphere to begin the lesson.

The teacher asks students to open their notebooks and write a list of words as it follows: a name of a tool, a singer's name, a name of an animal, an occupation, an actor's name, a name of a place, a part of the body, a favourite line from a film, and something done on weekend.

After the students finish their task, the teacher gives them a worksheet and they have to complete their words in the paper. The result will be a very funny piece of writing. -appendix 15

#### **Spelling Chain**

The aim of this game is not to finish spelling a word. The class is divided into two teams or more if we have a large class. The teacher writes a letter on the board. Nominate a team to add another letter. The next team has to add a letter; remember the object is not to spell a word. For example, you could write B on the board. The first team could add e; the next team could add t. If they did, they would be out because BET is a word. The object is for each team to continue to add as many letters as they can and make the opposing team spell a word. The teams cannot just add any letter e.g. AZQRS. If they do, the opposing team can challenge them to what could be spelt in this way. Points are given to the team that doesn't spell a word.

### **Touch Bodies**

This is very similar to ‘Simon Says’. This reviews the parts of the body like: head, legs, chin, shin etc. When the teacher shouts out ‘Touch your head’, the students should do that. The teacher does this very quickly and tries to catch the students out i.e. so that they can’t remember where the chin is etc. or they don’t have time to touch a certain part of their bodies. This is a very good activity for younger learners.

### **Spelling Bee**

The aim of the game is to spell out words which have been taught in previous lessons; however, we can jumble the letters e.g. YUFNN. Students have to write down the letters that they hear and then un-jumble them i.e. FUNNY.

### **Find someone who...**

Write out a questionnaire such as the one below. Make enough copies for each student in class. Tell the students to stand up and mingle. They should ask their classmates whether they, for example as in sentence one, like chocolate.

For example:

Find someone who...

- 1.....likes chocolate.
- 2.....can speak three languages.
- 3.....enjoys swimming.

They should then write the name of a classmate that the sentence applies to on the dotted line.

You could review a particular grammar structure with this activity:

- 1.....has learnt to drive.
- 2.....has been to Beijing.
- 3.....has been to Hong Kong.

### **Prove it!**

This is very similar to the activity above. This time give the students statements.

For example:

Someone in this class loves playing tennis.

Someone in this room likes fish.

Students must then mingle and find out if these statements are true or false.

### **Famous for five minutes**

Tell the students to think about a famous person that they would like to be. The other students must guess who they are by asking questions. The students can only answer yes/no so therefore the questions have to be either: Did you... Do you... Were you... ?

I want to be famous for.....

We ask the students what they would like to be famous for; for example, 'I'd like to be famous for writing a very important book about history.' Give them a few minutes to think about it, and then tell them to tell their partners what they would like to be famous for and why.

### **Unfinished sentences**

Write out sentences which the students have to complete, for example:

If I were rich, I .....

If I were famous, I .....

If I could change something about myself, I .....

The teacher gives students a few minutes to complete the sentences and then put the students into pairs. Tell them to explain what they have written and why they wrote what they wrote.

A good resource for more ideas is 'Five Minute Activities' by Penny Ur, Cambridge University Press

([http://eslsite.com/rd/Warmers-Coolers/warmers\\_ideas.html](http://eslsite.com/rd/Warmers-Coolers/warmers_ideas.html))

### **Fillers**

This type of game can be done whenever there is a free time and the lesson is ready. The aim is to have fun and learn something interesting and have a relaxing atmosphere in the class. There are many kinds of games which can be considered fillers: word games, games for fun.

Fillers can be used at the beginning of a class as a warmer (when we are waiting for latecomers) or mid-lesson as a way of changing the pace, or of breaking up similar activities. They



can be quite separate from lesson or can have a connection with it. They can also be a way of revision or can be used for team building.

### **Revision dictation**

The class is divided into teams of four students. Then we choose between five and fifteen sentences from the lesson and dictate them, challenging the team to write down the words with correct spelling. At the end, the correct sentences are pointed.

### **Yes and no questions**

The teacher tells students a quick story puzzle and students have to ask yes and no question in order to solve the problem.

E.g. Fergal MacDonald lived on the twentieth floor of a block of flats and every morning took the lift down to the ground floor and caught the bus to school. When he came back, he took the lift to the seventh floor and climbs the stairs all the way to the twentieth floor. Why? (He is a schoolboy and couldn't reach the lift control buttons higher than floor seven.)

A man is pushing a car on a road. When he gets to the hotel, he will lose all his money. What's happening? (It's a game of Monopoly.)

### **Commonalities**

The aim of this warmer is to help students find some things they have in common and share them with one another. Students have to find somebody they don't know very well but they have a colour in common. As a threesome, they have to squat down. They will have exactly two minutes to talk about themselves as fast as they can. Their goal is to find ten share things in common. When they discover one thing, they are going to be so excited that they will leap and shout *one*, and so on. (Loomans D. and Kolberg K. 2002: 88-89)

### **What are doing?**

This game is designed to wake up students and make them ready to continue the lesson. Their body is saying one thing while their brain is asserting the opposite. The result is mental implosion and physical explosion in the form of hearty laughter.

In pairs, students have to say an activity and his partner should do that activity immediately. Then the other asks *what are you doing?* He has to act that activity and say something completely different or opposite. For instance, one student says he is combing his hair and the other is asking him *what is he doing?* While he is acting combing his hair he says: I am taking a nap. The game has a time limit of two minutes. (Loomans D. and Kolberg K. 2002: 88-89)

### **3.6.2 Games with flashcards**

There are some excellent ideas of games which can inspire us to integrate flashcards games in our lessons. They can be found on the following site:

<http://www.carolread.com/ideas/flashcards.pdf>

#### **Flash!**

The class is divided into three teams and students stand in line. The teacher shows each flashcard to the children in turn very quickly, turning it round very quickly. Children look and guess what it is. The first student in line has to run to the blackboard and write it down and gets one point for each correct answer. The next students do the same and the winner team is the team with the most points.

#### **Slowly, slowly!**

The game is similar to the previous one but instead of flashing the cards, the teacher has to cover it with a sheet of paper and slowly uncover the picture until the students can understand the image.

#### **What's missing?**

The teacher sticks a set of flashcards on the blackboard, holds up each one and gets the children to say the names as you do this. The class is divided into two teams. Then the teacher says 'Close your eyes' and quickly removes one of the flashcards from the blackboard. Children open their eyes and call out the name of the missing flashcard. If they are right, they get one point for their team.

#### **Flashcard instructions**

The teacher sticks a set of flashcards on the walls around the classroom and divides the class into teams. Then, in turn, he gives instructions like: “*Go to the kitchen*”- for group 1 and “*Jump to the dining room*”-for group 2. The player who does the activity correctly, gets one point.

### **Lip reading**

The teacher sticks a set of flashcards on the blackboard. Then he/she chooses one flashcard and mouth the word silently to the class. Children lip read what they are saying and respond by saying the word out loud. This activity can be done with the whole class or individually.

### **Guess the flashcard!**

The teacher sticks a set of flashcards on the blackboard. Secretly he chooses one and encourages children to guess which it is by asking you questions e.g. *Is it red? No, it isn't. / Is it blue? Yes, it is.* Then, we can invite individual children to the front of the class in turn and get them to secretly choose a flashcard while the others guess in the same way.

### **Flashcard charade**

The class is divided into groups of three or four. Each group receives a flashcard and makes sure that other groups don't see. Children must think of a way to mime their flashcard. They have a minute or two to prepare this. Each group then takes turns to do their mimes to the rest of the class and guess each other's flashcards.

### **Stand up!**

The class is divided in two teams. The teacher sticks 6 flashcards on the left of the blackboard for one team and 6 flashcards on the right of the blackboard for the other team. He/she says the words in random order. Children listen and stand up as fast as they can if the word belongs to their team.

### **Who's got the flashcard?**

The teacher prepares a music CD for this activity. Children stand close together in a circle with their hands behind their backs. They choose one child to stand in the middle of the circle. Then the teacher shows the flashcard he/she is going to use first and elicit or remind children of the name.

Explain that when you play the music, children should pass the flashcard round the circle behind their backs. When the music stops, they should stop passing it round. The child in the centre has three chances to find out who's got the flashcard by asking questions. e.g. Have you got the sweater? Yes, (I have). / No, (I haven't). If he or she finds the child with the flashcard, that child has the next turn. The game continues in the same way using a different flashcard each time.

### **Flashcard bingo**

The teacher sticks 10-15 flashcards on the blackboard. Children draw a grid with six squares and write the name of one favourite flashcard in each square (encourage them to check spelling to do this as necessary). When children are ready, the teacher removes the flashcards from the blackboard and shuffles them. Then holds up the flashcards one by one and say the names. Children listen and write a cross on the word if it is in their grid. The first child to write a cross on all six words in their grid calls *Bingo* and is the winner.

### **Classify the words**

The teacher draws two or three large circles on the blackboard and write the topic words at the top of each one e.g. animals, food, clothes. Children take turns to come to the front of the class, either individually or in pairs, read a word card that you give them and stick it in the correct circle. (<http://www.carolread.com/ideas/flashcards.pdf>)

## **3.5.3 Games with letters**

### **Letter Game**

This is a word scramble game in which teams try to make a word containing as many letters as possible. It is designed for intermediate and above level.

The teacher begins this game by writing ten letters on the board. He/she chooses the letters at random and makes sure that there are vowels and consonants in the mix. If we would like the students to help us, we can ask them to shout out either consonant or vowel. We write either a consonant or a vowel on the board accordingly. In groups, students are told to try to spell a word using the letters on the board. They are allowed a few minutes to work in pairs and then we go around the class asking each pair to tell the word that they have. Students with the most letters in the word score a point. Then we repeat this but this time the class work into teams of four. They

have paper and pens to write down words. We score a point for the team with the word with the most letters.

Note: This is a fun spelling activity. It is a nice activity to do as a cooler at the end of a lesson. Younger learners can play this game also.

### **Remove a letter**

Students have to race against each other to make a word by removing one letter from an initial word. We can change the words according to the level that we have.

The teacher writes a word like “MATE” on the blackboard. Tell the students to shout out the answer i.e. MAT. What they have to do is to remove one letter and create a new word based on the clues that you read out. Students work into two teams. We are going to dictate words to them which they should write down. Then the teacher dictates all of the words below: play, bring, bite, buy, eat, feed, wear, think, win, sit, mean, hurt, can, bend, shine. (Answers: pay, ring, bit, by, at, fed, war, thin, in, it, men, hut, an, and, shin)

Clues:

1. You have to do this when you buy something
2. People wear this on their fingers
3. A very small part
4. A preposition which means near
5. Fill in the missing word: Come to the party\_\_\_\_\_ 8 pm.
6. The past of this word
7. A big fight usually between countries
8. The opposite of fat
9. What’s the missing word: I am just \_\_\_\_\_ time
10. A pronoun for an object
11. The plural of man
12. A very small house made of wood
13. Indefinite article
14. What they say when a film finishes
15. A part of a leg

Once we have read out the clues, we give the teams a few minutes. The first team to finish working out the new words should shout out and then read out the answers. They should score one point for each correct answer. Alternatively: the teams could answer the clues one at a time. ([http://eslsite.com/rd/Games/remove\\_a\\_letter.html](http://eslsite.com/rd/Games/remove_a_letter.html))

### **Add a letter**

This is a vocabulary game in which students add one letter to a word to create a new word using clues. It is designed for pre-intermediate and above.

The teacher has to write a list of words and dictate to the students. Then he or she reads out clues and what they have to do is to add a letter to the original word to create a new word and to answer the clue. Words: he, mad, men, man, me, year, see, ten, we, wet, met, be. (Answers: her, made, mean, main, met, earn, seen, tent, wet, went, mate, be)

Clues:

1. The possessive pronoun of she
2. The past of to make
3. A person is this when they don't like to give or spend money
4. The most important or biggest thing
5. The past of to meet
6. We do this with money when we work
7. The past participle of see
8. We sleep in this when we camp
9. When it rains, we get this
10. The past of to go
11. An informal word for friend
12. A flying insect that stings

**Note:** the students could work in pairs to make their own 'add a letter game' for the other students. ([http://eslsite.com/rd/Games/add\\_a\\_letter.html](http://eslsite.com/rd/Games/add_a_letter.html))

### **Making Words from Letters in a Long Word**

**Level:** intermediate to advance

This game is a good activity for learning new words and for reviving some word knowledge and for giving a teacher time to prepare other tasks for students.

The class is to be divided into 2-3- teams. The teacher gives each team a dictionary and writes on the board a long word. Students should compose different words from the letters of this word. After some time, the teams give their words. The team that has the most correct words wins.

For example:

R E T R I B U T I O N :return tribute iron notion note tone rib tube bruit tent tribe bur  
button rent burin nob bite burr run route tire tore bent bet bonnet rub nib net nub bin nut bit rube  
ruin rob rot unit union unite tier tie tin tint tone toe brute burn brunt butt butter riot tot tenet tenure  
terrier retro bone boot born bout totter tote tour bore

Then we can ask them to learn these words.

### **Anagrams**

The teacher writes the word 'anagram' on the board. Then he/she asks the students to tell him/her what an anagram is. Once we have clarified what an anagram is, show them an example. Then he/she writes 'desperation' on the board and asks the students to use the letters from this word to make a sentence or other words. They work in pairs while they are doing this activity. The teacher asks students for their answers and then writes the real one on the board. Then he/she dictates the words below to the students and asks them to think about the anagrams for those words: snooze alarms, conversation, punishment, Elvis.

As a variation, students can make one word out of another by rearranging letters to form a new one. The teacher dictates the words on the left to the students and gets them to come up with a different word: stop, ten, note, step, sent, stone. (pots, net, tone, pit, pets, tens, notes) - (<http://eslsite.com/rd/Games/anagrams.html>)

### **Crossword**

The students have to fill in the gaps of the similes and then complete them in the crossword having fun with vocabulary. -Appendix 16

#### **Across**

1. As \_\_\_\_\_ as a feather.
3. Fly like a \_\_\_\_\_.
4. Swim like a \_\_\_\_\_.

7. Cry like a \_\_\_\_\_.
9. As \_\_\_\_\_ as a bunny.
11. As \_\_\_\_\_ as an ox.
12. As \_\_\_\_\_ as an eel.
14. As slow as a \_\_\_\_\_.

### **Down**

2. As tall as a \_\_\_\_\_.
3. As \_\_\_\_\_ a bee.
5. As \_\_\_\_\_ as a mule.
6. Waddle means to walk like a \_\_\_\_\_.
7. As blind as a \_\_\_\_\_.
8. As \_\_\_\_\_ as a mouse.
10. As \_\_\_\_\_ as ice.
11. As \_\_\_\_\_ as a fox.
13. Eat like a \_\_\_\_\_.
14. As white as \_\_\_\_\_.

(<http://bogglesworldesl.com/crosswords.htm>)

### **Hangman**

This classic game is a favourite for all students but it can get boring quite quickly. This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if you've got some time left over. It works no matter how many students are in the class.

The teacher thinks of a word and writes the number of letters on the board using dashes to show many letters there are. Students have to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. The game continues until the students guess the word correctly or we complete the diagram.

### **Noughts and crosses**

Apparently, this is not a communicative game. It can be played either in pairs or in two teams. They take turns to place their marks a nought or a cross in a square of their choice, the



winner being the person who creates a straight line of three squares in any direction. Students take turn to choose a square and to win it they have to talk about the corresponding topic for about twenty seconds.

Here is an example of this kind of game:

clothes	alcohol	fruit
police	mum	happiness
London	cars	music

David Seymour and Maria Popova. 2005. p.26)

### **3.6.4 Games with words**

#### **Grab the word**

The aim of the game is to find out who is the fastest reader and grab the most words. The class is divided in groups of four or five. The teacher makes cards with new words and gives a pack to each team. Students have to spread them on the table face up and put their hands on their knees. The teacher pronounces a word and their task is to grab the card with it as fast as they can. The student with the most cards is the winner.

The next step is to see who knows the most words' meaning. The teacher says a word and all the students who know have to stand up. They mime it and the rest of the class look at them and try to guess the meaning. The player, who mimes the best so that the others guessed the meaning, gets one point. If nobody knows the word, the teacher can give them a hint and the student who guess, gets one point.

As a variation, instead of miming, students can give synonyms, antonyms, make a sentence or draw on their notebooks and show it to the class.

#### **Word Formation Game**

This is a fun quiz in which students change words to make various parts of speech. The teacher begins this activity by writing the word 'different' on the board.

Then asks the students to tell which part of speech the word is (an adjective) and tells them to change the spelling of the word to make it into a noun e.g. ‘difference.’ Then the class is split into small teams of four people. The teacher explains that he/she is going to say a word and then a part of speech. The teams have to change the word into the part of speech that you say as quickly as possible.

As soon as the team has the answer, they should put their hands up or stand up. We can choose the team that worked the word first and score one point if the team got it correctly. If they didn’t get the right answer, we ask the next fastest team. We can make your own list of words depending on what we have recently taught or use the list below. This is a useful activity for students who are about to take an examination; it is often useful to remind the students of parts of speech so that they can develop lexical sets.

### **Acronyms**

The aim of the game is to practise language talking about friends finding the acronyms. The teacher prepares copies of the worksheet for all students.

As a warm-up, the teacher writes an example of this activity on the board. Students have to find out the missing letter of each line of the poem which makes up a name.

#### **Main activity**

The teacher gives a copy of the worksheet to each student. They work out individually who the three poems are about. –appendix 17

The class is divided into pairs and asked to complete the phrases on the worksheet, using one letter of the alphabet once. Then they have to write their own names on a blank sheet of paper and collect and shuffle and give one to each student to write an acronym for the person whose name is on their paper. At the end students give their papers to the people they wrote about.

(O’Dell, Felicity and Head, Kathy. 2011. P. 64-65)

### **Games with synonyms and antonyms**

#### **Vocabulary Growth**

The teacher starts the antonym lesson by reviewing the words *synonym* and *antonym*, pointing out that they are antonyms. As a warm-up, students are encouraged to brainstorm as many synonyms of “*big*” as they can. Then brainstorm a list of antonyms for that same word. Ask your

students to share why they think it would be beneficial to add synonyms and antonyms to their vocabularies. What might they gain through a more extensive vocabulary?

To give our students an engaging method to practice using synonyms and antonyms, you can play the game of trees. We will need to do some preparation ahead of time, but the set up could be used many times throughout the year for reviewing and learning new vocabulary. The teacher can start by choosing one specific word and make a list of eight synonyms and eight antonyms for that word. For example, we can choose *intelligent* as the main word. Synonyms could include *clever, bright, smart, gifted, intellectual, sharp* and *able*. The antonym list could include *stupid, dim, unintelligent, thick, slow, dull, brainless* and *dim-witted*. We will need to write “intelligent” on a full sheet of paper and then write each of the synonyms and antonyms on a smaller piece of paper cut in the shape of a leaf. We post the intelligent paper in the middle of a bulletin board and then cut out the shapes for two large trees to fill the space on either side of the word. When it is time to play the game, the class is divided into two groups and one student at a time will draw a leaf from the stack. His group must determine whether it is a synonym or an antonym of intelligent and then use it correctly in a sentence. If the group can do both, the person who drew the leaf should pin it to the correct tree. Then a person from the other team takes a turn. Once you have made your way through all the leaves, whichever team was able to put more leaves on the trees is the winner.

We can repeat this activity several times throughout the year using a new set of vocabulary. You may choose words that will enhance vocabulary you are teaching for another unit, or you may choose new vocabulary at random. Either way, the leaves will remain on the trees to remind your students of the new words they have learned. You should also make blank leaves available to the class to add words to each tree as they learn new synonyms and antonyms. (<http://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html>)

### **Antonym BINGO**

Bingo is a useful way to review vocabulary with our students for just about any vocabulary unit we are teaching. To play *antonym bingo*, we will need a list of words and their antonyms with which students are already familiar. Ideally, we should have twenty-five pairs to draw from. We have to print out blank bingo boards for our class, one per person, and give each person a list of the antonym pairs. Then ask each student to fill their bingo board with random words from the list using some words from both sides of the paper. You should have already written each word on an index card and shuffled the deck. To play the game, we draw a card and read the word on it. The

students may then mark a box on their board *if it contains the opposite of the word you have read*. We remind our students as we play that they should not mark the word that they hear but they should mark its opposite. When someone calls *bingo*, we review the words we called and the appropriate antonyms to make sure the win is true. This will also be another opportunity to review the antonym pairs with our students. We can play as many rounds as we like.

In a similar manner, you can make word searches or crossword puzzles using antonyms as the clues for the words your students must either find in the puzzle or fit into the boxes.

(<http://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html>)

### **Gone Fishing**

It is a game with cards in shape of fish. We can encourage students to find pairs of antonyms in the textbook or from their mind. Then let them use their own decks of cards to play the game in class and then take home to play with friends or family. In turns, they play cards taking a card from the two piles and if they match, they can take the pair of fish. The student with the most fish cards is the winner in the group and in the class.

For another activity with the same cards, students can use the antonym deck of cards in a *Memory* style matching game. On a large, flat space, have one student lay out all of his shuffled cards face down. He and his partner must then take turns flipping over two cards. If the two cards make an antonym pair, he may keep the cards and take an additional turn. If he does not find an antonym pair, his opponent gets a turn. Players continue until there are no cards left. The one with the most cards at the end of the game is the winner.

The aim of the game is to expand students' vocabulary with synonyms and antonyms, so that they increase their comprehension of English and communicate with greater clarity.

(<http://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html>)

### **Word charades**

This game is always popular with most groups and is fun to do. The choice of words has been chosen deliberately to make miming easier. It can be done as a whole class exercise but in groups of 5-6 students.

The teacher copies the handout and word cards for every group. Before starting, the teacher explains the rules and common gestures used in charades while doing it. Then students place the

word cards face down on the table. In turns, they take a card and mime the word on the card. The person from the group who guesses the word, keeps the card. They have only 2-3 minutes to mime a word.

The student with the most cards at the end will be the winner.

The gesture:

- At the start of the game, students can show how many syllables the word consists of.

E.g. three fingers for three syllables.

- During the game, students hold fingers to show the number of syllables they are trying to mime. E.g. two fingers for the second syllable.

- For a similar word, they can put their hand at the ear.

- When someone guessed a syllable correctly, they can show their thumb up.

-appendix 18- (Watcyn-Jones, Peter. 2007: 2)

### **Word square**

The aim is to make words using the letters in the square. Play this wonderful ESL word game with our students.

We can draw a square on the board and divide it into nine, three rows of three squares. The aim is to make words using the letters in the square. We can use any nine-letter word for this game. Ideally, it should be one with a few different vowels.

Examples: scrambled, Christmas, blueberry. Every word the teams write must contain the centre letter, which should be a vowel. Students cannot use any letters twice, unless it is in the nine-letter word. There is a bonus score if they can make one word using all nine letters. The teacher puts the students into small groups of three or four and set a time limit of ten minutes. The teams should try to write as many words as they can from the square within ten minutes.

When the time is up, get the teams to swap sheets with another team and count out the letters and words. The teams check for the correct spelling, and the teacher answers any queries by the students.

The game is scored by the length of the words. So, a three-letter word is worth three points, a four-letter word is worth four points and so on. If a team gets the nine-letter word, they win 18 points. The team who gains the most points wins.

### **Tongue twister**

All levels and ages enjoy tongue twisters. They work well as a warm up to get students speaking, and they help students to practise pronouncing difficult sounds in English.

The teacher writes some English tongue twisters on the board or on pieces of paper to distribute to students. He/she asks them to read the tongue twisters aloud, then faster and faster, then three times in a row. Here are some examples:

*She sells sea shells on the sea shore.*

*A proper copper coffee pot.*

*Around the rugged rocks the ragged rascal ran.*

*Red lorry, yellow lorry, red lorry, yellow lorry.*

*A big black bug bit a big black bear.*

*Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?*

### **Tongue twisters**

A lot of fun can be had from trying to read out tongue twisters. This is a group contest based on tongue twisters.

The teacher writes tongue twisters, copies and cuts them into sets of cards. Students work in groups of four to six. They shuffle the cards, placing them face down on the table. One player starts he/she picks up the top card and tries to say it three times as quickly as possible. If the others think that he said it well he can keep the card. If not, the person on he is right has a go and so on until one student pronounces correctly. After a setting time of 15 minutes, the player with the most cards at the end is the winner.

### **Variation**

The class is divided into six groups with three students acting as judges. The teacher divides the class into four teams and gives them a set of cards arranged in the same order. One person from each group comes in front of the classroom.

They are all given the same tongue twister. They are allowed three minutes to look at it before starting. Then they take it in turns to say it or read it three times. After that the three judges say who said it best. If they can't agree, the teacher will have to be the referee. The winner gets ten

points. The team with the most points at the end of six rounds wins. Here are some suggestions of activities which can be done with tongue twisters.

**Dictoglosses** can work well with a higher level. A dictogloss is essentially an activity where students hear a text (in this case the tongue twister) and without notes try to write what they remember. Then they hear it again and get to work with a partner to share both renditions with the end goal of having replicated the original text well.

### **Running Dictations**

The class is divided into small groups (of two-three students is perfect). The teacher posts tongue twisters on the wall around the classroom (as many tongue twisters as there are groups). One person at a time can run to a tongue twister and then run back to the table. The person at the table then writes down the tongue twister as the runner told them.

The group with the most tongue twisters written down correctly is the winner.

### **The Rotation Situation**

The best tongue twisters to do this with are the ones that play minimal pairs off each other. For example: “She sells sea shells by the sea shore” uses s and sh.

The premise is you pick a simple pattern: putting your hands on your shoulders and putting your hands on your head. “She” - hands on your head, “sells” - hands on your shoulders, “sea” - hands on your head. “shells” - hands on your shoulders, “by the sea” - hands on your head, “shore” - hands on your shoulders. This can be done slowly at first, but once students get the hang of it try it faster and faster each time.

This is commonly done with, “My Bonnie lies over the ocean” with students standing and sitting every time they hear the B sound. It helps them recognize and distinguish sounds.

(<http://eslcarissa.blogspot.ro/2013/05/10-ways-to-use-tongue-twisters-in-your.html>)

## **3.6.6 Games with idioms**

### **Idioms of the body**

The game is designed for upper–intermediate to advanced students. The aim is to introduce and practise idioms which include parts of the body.

The teacher needs to prepare a set of idiom cards, definition cards for each pair of students. Copy a sheet with idiom cards and definition cards not cut up for each student. The idioms should be numbered 1-30 and the definition should be numbered correspondingly.

First of all, the teacher should ask students if they know idioms with parts of the body. She gives each pair a set of idioms and definition cards and asks them to match the cards. Then, she checks the answers with the whole class and collects the cards.

#### Main activity

The class is divided into groups of six to eight students, sitting around a table. The teacher gives a set of cards. She also gives the answer sheet to each leader of the group. This becomes the referee and do not let the others to see it. Then, the groups divide their cards into two piles – idioms and definitions. They should place each pile face down. They take turns to pick up each card from the top of each pile. For one point, students need to give the part of the body in the idiom for definition card they picked and for an additional point they give the whole idiom that matches the definition. For another point, they have to explain the meaning of the idiom they picked. If a student is lucky enough to pick up a matching idiom and definition, he gets four points. The referee has to check the answers and record the scores. The student with the highest score when we stop the game is the winner. - appendix 19 - (O'Dell, Felicity and Head, Kathy. 2011: 76)

#### **Family idioms**

The aim of the game is to develop recognition of idioms which relate to family life and relationships. Students work in pairs and then groups of four. The teacher prepares a set of cards for each pair.

The first step of the game is to teach the idioms about family: be as alike as two peas in a pod, be as different as chalk and cheese, be the apple of your father's eye, be the black sheep of the family, be tied to your mother's apron strings, be your mother's daughter, blood is thicker than water, follow in your father's footsteps, twist someone round your little finger, while the cat's away, the mice will play. As a warm up and a, the teacher gives each pair of students a set of cards. She writes the first part of the idiom on the blackboard and asks pairs to find the other half and try to elicit the meaning.

In groups of four, students combine their cards and shuffle them and place them face down. Each student takes six cards and do not show to the others. Then they spread the remaining cards



face down on the table. The aim is to arrange cards so to make three complete idioms. In turn, students turn over one of the cards on the table, trying not to let the other player see it. The player can take that card if it completes an idiom, or turn it face down again on the table. If the student decides to keep the card, he must put one of the other cards face down on the table. A student can have only six cards in his hand at any time. The first person to have three complete idioms is the winner. As a follow-up, students can talk about their family, using these idioms. (O'Dell, Felicity and Head, Kathy. 2011: 21)

### **3.6.7 Games with proverbs or sayings**

#### **Filling the proverbs**

Students have a lot of fun and learn proverbs better when they are playing. First of all the teacher presents the proverbs to students and tries to translate them into Romanian.

The teacher prepares the game, copying the proverbs with suspension dots and some pictures for every group. The students work in groups of four. They have a sheet of paper and have to complete it with corresponding pictures for each proverb. The team that finishes first and complete the proverbs correctly wins the game. In turns, they have to say the proverbs by heart explaining them.

#### **Matching the sayings**

The aim of the game is to make new pairs and talk about their saying giving arguments to sustain it.

Students are divided into two groups. Each student from the first group receives the first part of a saying and each student from the second group receives the last part of it. They have to find out their partner and work together for main activity. They have to explain the saying and then, they give at least two examples in order to sustain that idea. After a time-limit of five minutes they can share their saying with the whole class.

#### **Proverbs**

Students discuss the meaning of the proverbs:

*A bird in the hand is worth two in the bush.*

*Make hay while the sun shines.*

*You can't judge a book by its covers.*

*Too many cooks spoil the broth.*

*All that glitters is not gold.*

*Every cloud has a silver lining.*

*Don't throw the baby out with the bath water.*

*It's no use crying over spilt milk.*

For each sentence students write a sentence expressing its meaning, using should or ought to. E. g. *A bird in the hand is worth two in the bush. – One should be content with what you have and not always look for more* (Seymour and Popova. 2005: 123).

### **3.6.7 Games with questions**

#### **Silly questions, funny answers**

Here is a selected list with silly questions which can be used as fillers in different moments of the lesson. They are fun and specially used for logical, mathematical mind and also for linguistic intelligence.

Q. What are caterpillars afraid of?

A: Doggerpillar

Q. Why is the letter T like an island?

Letter T is in the middle of water.

Q. What is the capital of England?

A: London or "E" from England.

Q. Why did the farmer bury all his money in his fields?

A: He wanted rich soil.

Q. What should never be eaten after it's served?

A: a tennis ball.

Q. What did the tie say to the hat?

A: You go on a head, I will just hang around!

Q. What did the eyes say to the nose?

A: Between you and me, something smells.

Q. What's the difference between a teacher and a train?

A: A train makes chew, chew, but the teacher says don't chew.

Q. What kind of witch lives on the beach?

A: a sandwich.

Q. What starts with P, ends with E, and has thousands of letters in it?

A: a post-office.

Q. What is the chemical formula for water?

A. H I g k l m n o.

Q. What are you talking about?

Yesterday you said it's *h* to *o*.

Q. If it took eight men ten hours to build a wall, how long would it take four men to build it?

A. No time at all it is already built.

Q. Approximately how many birthdays does the average Japanese woman have?

A. Just one. All the others are anniversaries.

Q. How can a man go eight days without sleep?

A. He sleeps at night.

Q. Why it is impossible to send a telegram to Washington today?

A: Because he is dead.

Q. If you throw a red stone into the blue sea what it will become?

A: It becomes wet.

Q. What often falls but never gets hurt?

A: Rain

Q. Why is it easy to weigh a fish?

A: Because it has its own scales.

Q. Why does a bike rest on its leg?

A: Because it is too tired. (tired)

### **Twenty questions**

The aim of the game is to practice verbs and adjective used with food items. The teacher tells the students to she is thinking of a food item and they have to ask yes/no questions to identify it. If they don't guess after twenty questions, the teacher tells them the answer.

Students work in groups of four to six and each team should receive a set of picture cards. They take it in turns to pick a card. The team must ask them yes/no questions about the taste, the way they eat it, how is prepared, how it is cooked. The group has to guess the picture by using no more than twenty questions. The team with the most points wins. (O'Dell, Felicity and Head, Kathy. 2011: 48)

### **3.6.8 Games with jokes**

#### **Doctor jokes**

The teacher copies and cuts out the 15 patient cards and the doctor cards- one set for each pair. If it is possible the doctor cards should be of different colour. The teacher gives out the cards and the students shuffle them and place them face down on the table: patient cards and doctor cards (three cards on every column and five cards on every line). In turns, students pick up a patient card and a doctor card and read them out. If they are a matching pair, the player removes them from the board. If not, the cards are turned over and it is the next player's turn. The game continues like this for about 20 minutes and the player with the most pair cards at the end is the winner. Appendix 20 - (Watcyn-Jones, Peter. 2007:84-85)

**Caught you.** This is a very light-hearted activity which teachers can occasionally use to tease and trick their students. It can also be a very useful listening comprehension exercise. The teacher chooses suitable jokes and reads them to the class as though it's going to be a normal joke. Then he/she sees their reaction when they catch them at the end.

#### **Joke 1**

A donkey wanted to cross a stream in order to eat the nice grass in the field opposite. There was no bridge, no boat and the donkey couldn't swim. How did he cross?

The students will probably offer suggestions, all of which the teacher says they are wrong. In the end they will give up. The teacher says: *You give up? So did the monkey.*

#### **Joke 2**

Why doesn't the queen wave with this hand?

The teacher waves with left hand. When they don't know what to say, the teacher says: because it is my hand.

#### **Joke 3**

In an apple eating contest, Sandra ate ninety apples and Helen ate a hundred and one. How many more apples did Helen eat than Sandra?

The students are bound to say eleven but the answer is ten because Helen ate a hundred and won. They are homophones.

#### **Joke 4**

As the teacher begins this story the students have to imagine that they are the bus driver and he is going to ask them a question at the end of the story.

A bus carrying passengers stopped at the first stop and five people got on. At the next stop six got off and ten got on. At the next stop two got on and nobody got off. At the next stop the bus went straight past, which upset an old lady who had forgotten to press the bell for the bus to stop. However, at the next stop she got off and a couple got on. There was just one more stop to go before the bus reach the terminus. Only one got off here and of course at the terminus everybody got off. Now, who can answer this question? What was the bus driver's name?

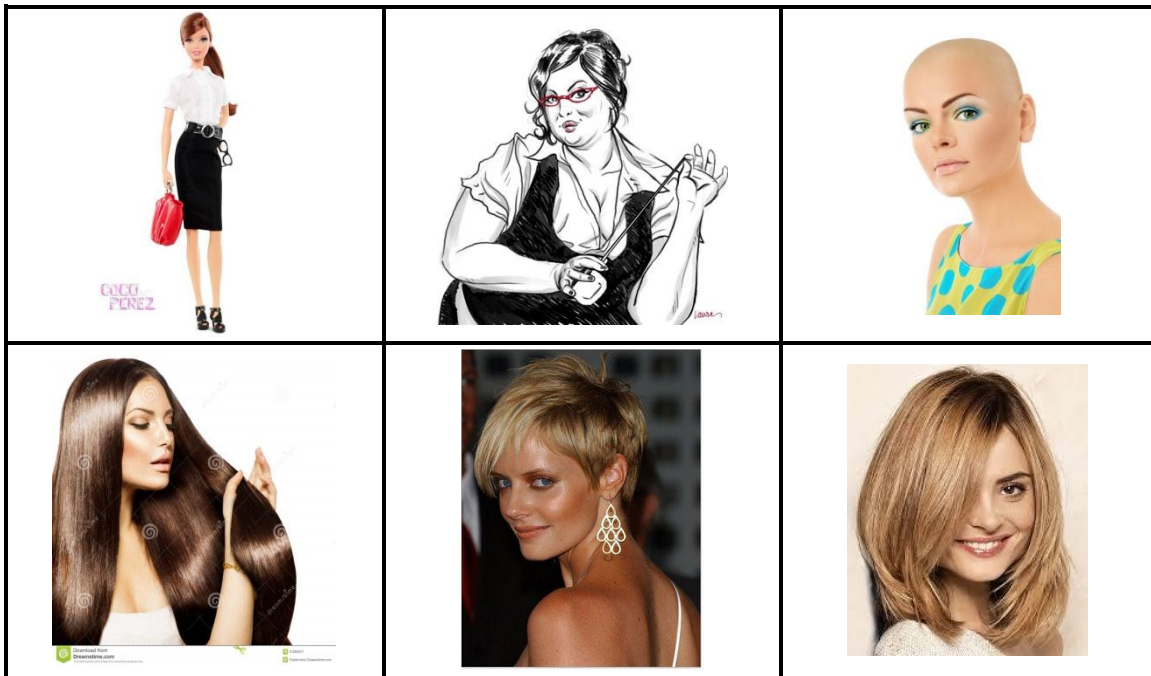
By this time the students will have completely forgot the beginning of the story and will say "I don't know". Then the teacher says that they are the bus driver. (Walcyn-Jones, Peter. 2007: 9. 71)

### **Conclusion**

The aim of this chapter was to classify games of different kinds and take some samples or adapt some of them as a collection for my high school classes. Based on theoretical part of the previous chapter, we tried to choose games and integrate them in a context of teaching. The choice of the game is a key factor and a proper grouping can influence the process and the result of the game a lot.

We have chosen games which are mainly cooperative, helping children to socialize in spite of having some competitive elements. All kinds of games are attractive for students and can liven up our lesson. I would highly recommend using movement games which can help memorizing and enhance students' brain. Using these games, we offer students more opportunities to shine and show their different skills and knowledge.

Paying attention to learning styles, we can solve our classroom problems. Using games to diversify our teaching style will allow us to reach more of our students more effectively than ever before. This will cut down on boredom as it increases student interest, and it will give students essential practice in integrating different learning styles into their own style. Students will be doing more than just expanding their English when they play games. They will be expanding their minds.





**Appendix 1**

1	2	3
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<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>

**Appendix 2**



<b>BALD</b>	<b>FRECKLES</b>	<b>MOUSTACHE</b>
<b>BEARD</b>	<b>HAIRY</b>	<b>PONNY TAIL</b>
<b>WAVY</b>	<b>LONG HAIR</b>	<b>SLIM</b>
<b>SHORT HAIR</b>	<b>CURLY</b>	<b>FAT</b>
<b>MIDDLE LENGTH HAIR</b>	<b>SMALL</b>	<b>STRAIGHT</b>

**Appendix 3**

## Appendix 4

Models are **slim**.

People who eat much can be **fat**.

**Bald**= no hair.

Girls with **long hair** can wear **pony tail**.

Boys usually have **short hair**.

Your English teacher has **curly** hair.

Less curly hair is **wavy** hair.

**length** hair is to the shoulder.

**Hairy** = too much hair.

**Straight hair** is like drawn by the ruler.

Santa Claus wears **beard** on his face.

Men wear **moustache** between their nose and mouth.

Small points on your face are **freckles**.

Basketball players are **tall**.

Babies are **small**.

## Appendix 5

### ROLES



#### **PARENT (Mr. /Ms. Chester)**

At the last sport's day you got up and ran after your child during a race in order to encourage your child. Johnnie is a fabulous child; he always good as gold and quite clearly the best student in the school. You feel that your behaviour at the sport's day was normal; your parenting skills are second to none. Of course you should have a sport's day. Johnnie will win and you want to see him win. He loves sports and loves to compete. He was a little aggressive last time but it was not his fault that the other student nearly broke her nose; she fell on to Johnnie's hand!



#### **PRINCIPAL (Mr. /Ms. Smith)**

You know that some of the parents feel strongly about the sport's day but during the last event a parent jumped up and joined in with a race! How ridiculous! Also that child was also involved in a fight although there wasn't any proof. In your opinion, both the children and the students get too carried away. They become too competitive and too aggressive. You want the parents to either stay away from the day or for the sport's day to be stopped altogether. The school can have other types of competitions that are less violent! You do love sports though and do feel that it would be a shame to get rid of it. May be only some parents should not be involved?



**PARENT (Mr. /Ms. Edwards)**

You hate competitive sports and would love to ban the day altogether. You feel that the children should make pots and paint pictures instead. You love harmony and balance; you think the children should be taught to love one another and to care about each other not stand in a line and try to beat each other to a finishing line. Your daughter Daphne got really upset during the last sport's day when someone pushed her and almost broke her nose. You would love to see the children doing another kind of activity such as dance.



**PARENT (Mr. Ms. Plover)**

You love sport's day; it is character building. You think that all children should learn to compete so that when they enter the business world they are prepared. Everyone needs to be competitive; it's a dog eat dog world. Races are very good for the children because they keep the children healthy and fit. You think that in fact there should be more sports in school. You think there should be fewer activities such as dance and flower arranging- what do they teach?



**TEACHER (Ms. / Mr. Sparrow)**

You think that it is about time that the school got rid of the sport's day. It is only about fighting. The boys get aggressive and usually there is a fight. You are tired of having to break up fights and of stopping bullying. You think that the children should do more school work instead such as geography or history. You don't understand why the principal doesn't suggest this.

## Appendix 6



### **You are the niece/nephew of a very rich, famous hearing impaired actress.**

You know that she hasn't got long to live. So, for the moment you are trying to become her favorite relative in order to obtain her millions after she is dead. You know that she loves animals and children. You also know that her dog is her closest friend. What do you think will make her give you some money?



### **You are the butler to a rich, famous hearing impaired actress.**

Actually she hasn't got long to live and so you are being very nice to her at the moment, you think you have a good chance of being left her millions in her will. You have always helped her and you have looked after her cats and dogs with care. You think you should at least get the house which you have cleaned for nearly 40 years! You don't like her niece/nephew who has suddenly made an appearance.

You always have to act as a go between for the niece/nephew and aunt because the aunt can never hear her relative.



### **You are a rich, famous, hearing impaired actress.**

You know that you haven't got long for this world but you don't mind because you have had a good life. You also know that your niece/nephew wants something but you're not sure what.

You have already written your will but you are prepared to change it.

Your will: \$ 2 million to be left to the animal rescue league (you love cats)

Your house will go to your dog. It has been a faithful companion animal and you want it to have a home when you're gone.

Your jewelry will be sold at auction in order to raise money for the children's hospital near your house. You haven't decided about the rest, a sum total of \$150,000. Your butler has always been good to you. Your niece/nephew is also sweet. You are waiting to hear what they have to say. You feel that if they can show you how good they really are you will give the money to either one of them.

☞-----

## **Appendix 7**

### **Grammar problem sheet problem 1**

1. She dreads coming to class.
2. They delayed issuing the press statement as long as they could.
3. He resents to have to report to the police every day.
4. They can't afford to buy a new car.
5. She promised telling me her secret.

### **Grammar problem sheet problem 2**

1. She refuses paying up.
2. They enjoyed to be praised.
3. Please avoid to use bad language.
4. He forgot buying a ticket.
5. He failed passing maths exam.

### **Grammar problem sheet problem 3**

1. She threatened to make a fuss.
2. He deserves to be shot.
3. He denied eating the last piece of cake.
4. She wishes to ask you a favour.
5. He missed having somebody to dislike.

Answers:

### **Grammar answer sheet 1**

1. Correct
2. Correct
3. Correct
4. He resents having to report...
5. Correct.

### **Grammar answer sheet 2**

1. She refuses to pay up.
2. They enjoyed being praised.
3. Please avoid using bad language.

4. Correct

5. He failed to pass the maths exam.

**Grammar answer sheet 3**

All sentences are correct. (Rinvoluceri, Mario and Davis, Paul. 2010. P. 1-4)



## Appendix 8

### Jumbled sentences:

1. I met mum ago two months his sister and
2. Me he I him fancied like realized too really and
3. First met my friend since she been 's we
4. More he and him have and more each other been seeing of
5. Kind being so and gentle he understanding is
6. Together several trips 've been we on
7. There minds so he much is to tell you but 's I haven ask 't him
8. Well actually what no we haven't thinking you must be done
9. Up traditionally very he brought 's been
10. How can I put a cardinal is this his dad
11. Go to bed me refused he is to with
12. Weeks two since engaged are we
13. We getting next you and dad come week 're can married

### Unjumbled sentences

1. Mum, I met him and his sister two months ago.
2. I really fancied him and I realized he liked me too.
3. She's been my friend since we first met.
4. Him and me have been seeing more and more of each other.
5. He is being so kind, gentle and understanding.
6. We have been on several trips together.
7. There's so much to tell you, but I haven't asked him if he minds.
8. Well, actually, no, we haven't done what you must be thinking!
9. He's been brought up very traditionally.
10. How can I put this ... his dad is a cardinal.
11. He has refused to go to bed with me.
12. We have been engaged for two weeks.

13. We're getting married next week – can you and dad come? (Rinvoluceri, Mario and Davis, Paul. 2010. P. 21-22)

## Appendix 9

### Progress report: Master sheet

1. When does the train leave?  
When is the train leaving?
  - A. Usually at seven.
  - B. Any minute now if there are no more delays.
2. How often are you playing darts?  
How often do you play darts?
  - A. Several times a day as long as the competition lasts.
  - B. Every now and then.
3. Why does water boil?  
Why is the water boiling?
  - A. Because a physical change takes place.
  - B. Because the gas is still on.
4. Peter tells me your brother's married.  
Peter's telling about your brother's marriage.
  - A. Yes, I saw you talking to Peter a few minutes ago.
  - B. Well, don't let me interrupt you.
5. The Earth travels at 107,000 km per hour  
The Earth is travelling at 100,000 km per hour.
  - A. Yes, I know. It always travels at that speed.
  - B. Yes, it's slowing down and scientists can't explain why.
6. You clock in now, don't you?  
You are clocking in now, aren't you?
  - A. Yes, every day at nine.
  - B. Yes, I'm late.
7. Josceline lives in Bristol.  
Josceline is living in Bristol.
  - A. That's right. She moved there ten years ago.
  - B. That's right, she's got a temporary job there.
8. How do you do?  
How are you doing?
  - A. Nice to meet you!
  - B. Nicely, thank you.
9. Why don't you sit down?  
Why aren't you sitting down?
  - A. Thank you.
  - B. I'm sorry.

10. He sings whenever I arrive.  
He's always singing when I arrive.

A. He's just trying to impress you.  
B. He's permanently happy, that's all.

### Progress report

1. A. Usually at seven.  
B. Any minute now if there are no more delays.
2. A. Several times a day as long as the competition lasts.  
B. Every now and then.
3. Why does water boil?  
Why is the water boiling? A.  
B.
4. Peter tells me your brother's married.  
Peter's telling about your brother's marriage. A.  
B.
5. A. Yes, I know. It always travels at that speed.  
B. Yes, it's slowing down and scientists can't explain why.
6. You clock in now, don't you?  
You are clocking in now, aren't you? A.  
B.
7. A. That's right. She moved there ten years ago.  
B. That's right, she's got a temporary job there.
8. A. Nice to meet you!  
B. Nicely, thank you.
9. A. Thank you.  
B. I'm sorry.
10. A. He's just trying to impress you.  
B. He's permanently happy, that's all.

(Hall, Nick and Shepherd, John. 1991. P. 23)

**Appendix 10**  
**How special am I?**

1. Three adjectives that describe me (positive and negative)

.....

2. My favourite season of the year

.....

3. Something I am very good at

.....

4. Something I have done and I am very proud of

.....

5. Something I would like to be famous for

.....

6. Something I would do if I had enough money

.....

7. A year when something significant had happened to me

.....

8. A person who has influenced me a lot

.....

9. A place where I would like to spend my holiday

.....

10. A colour that makes me feel good

.....

11. My ideal dinner guest

.....

12. The most treasured possession

.....

(O'Dell, Felicity and Head, Kathy. 2011. P.12)

Appendix 11

<b>BINGO 1</b>			
pet	boot	pet	beat
part	bed	fat	paid
food	feet	boat	bird
bit	but	fit	put

<b>BINGO 4</b>			
pet	beat	boot	part
paid	boat	fat	bad
put	bed	feet	bit
bird	but	fit	food

<b>BINGO 2</b>			
bit	food	part	bed
but	feed	bed	boot
bird	boat	fat	pet
fit	paid	put	bit

<b>BINGO 5</b>			
part	bad	bit	food
pet	fat	but	feet
boot	boat	bed	bird
beat	paid	put	fit

<b>BINGO 3</b>			
beat	paid	pet	boot
bed	put	part	feet
boat	bird	bad	fat

<b>BINGO 6</b>			
fat	paid	beat	pet
boot	put	bad	bed
food	bird	part	fit
feet	but	bit	boat

bit	fit	food	but
-----	-----	------	-----

(Hancock, Mark. 1995: 71)

Appendix 12

Phonetic code

1. *The night is young but soon the*

3                      4                      3            5

*yellow moon will rise in the East.*

4                      1 5                                      2 3

|                      3 4            4            4                      1            2                      2                      .

3. The early bird will never find any

5            5            7            3            12            7

# worms in the earth before it learn to fly.

5            7                    4 5            1 7            67            5            6            12

The key is 1. Meet you (1/m/, 2/ r:/, 3/t/, 4/ j/, 5/u:/)

2. airport (1/eə/, 2/p/, 3/ɔ:/, 4/t/)

3. five thirty (1/f/, 2/aɪ/, 3/v/, 4/θ/, 5/ə:/, 6/t/,7/ɪ/)

(Hancock, Mark. 1995: 75)

## Appendix 13

### Doctor's treatment card

Medicines: pills/tablets, pain killers, antibiotics, vitamins, injection.

Other treatments: bandage, diet sheet, rest, exercise, x-ray, operation, physiotherapy, stitches, hospital tests, avoid stress, avoid alcohol and avoid smoking. (These prompts can be accompanied by pictures.)

### Patient cards

I'm putting on too much weight.

I've got a headache and my throat is sore.

I've got an itchy rash on my arm.

I've cut my finger and it's bleeding a lot.

I'm tired all the time.

I've got terrible backache.

I think I've sprained my ankle.

I can't get to sleep at night.

### Patient instructions

You are not feeling well, and you want some medical advice. You have had bad experiences with doctors in the past, so you decide to visit three doctors to see who will give you the best treatment for your problem. You should wait in the waiting room until a doctor is free to see you. The doctor will ask you what your problem is, how long you have had the problem, and

what you think caused it. After each visit you should return to the waiting room and after you have seen three doctors, you should decide which is the best doctor and why.

### **Doctor instructions**

A number of patients are waiting to see you with different problems. They are in the waiting room. When you are free, you should call a patient into the surgery.

Ask the patient what his/her problem is, how long they have had the problem, and what they think caused it. After listening to the answer, suggest a treatment that will help them. You will find out later whether each patient was satisfied with the advice you gave them.

(O'Dell, Felicity and Head, Kathy. 2011. P. 74-75)

## **Appendix 14**

### **Change places if...**

1. I .....for breakfast today.
2. I .....before I had breakfast, this morning.
3. I came here by .....
4. I ..... before I left home this morning.
5. I .....last night.
6. I bought..... yesterday.
7. I a friend..... yesterday.
8. I have a .....in my bag.
9. I'm going to ..... this evening.
10. I ..... at least once a week.
11. I made ..... phone call last night.
12. I ..... an email this morning.
13. I had a holiday in ..... last year.
14. I ..... most Saturdays.
15. I ..... the supermarket last week.
16. I'm going to ..... at the weekend.



17. I usually ..... before I go to sleep.
18. I played ..... yesterday.
19. I read ..... yesterday.
20. I usually listen to ..... in the bath/car.

(O'Dell, Felicity and Head, Kathy. 2011. P.24)

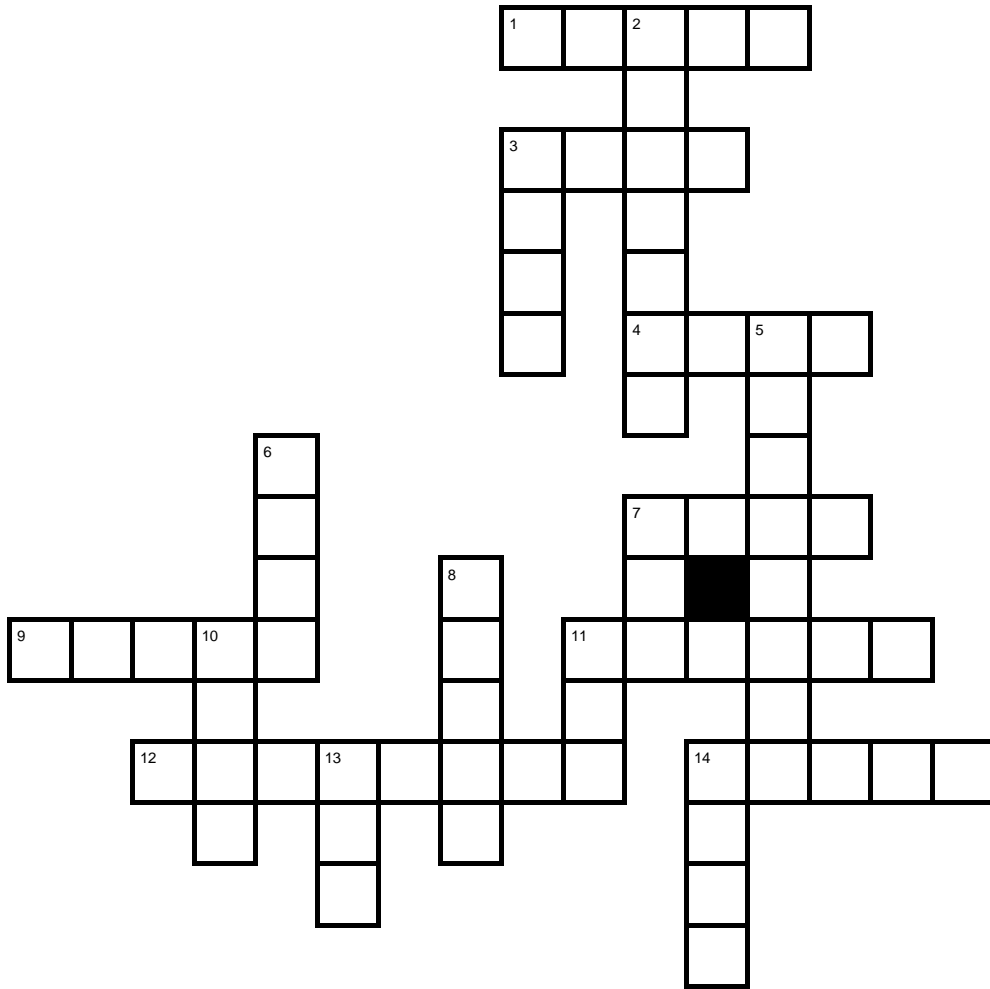
## Appendix 15

### A strange dream

I was weeding my garden with my \_\_\_\_\_ (tool) listening to \_\_\_\_\_ (singer) when a gigantic \_\_\_\_\_ (animal) ran into the yard. Help! I yelled and try to call a \_\_\_\_\_ (occupation), but the giant \_\_\_\_\_ (animal) grabbed me in its jaws and threw me against the house. I was knocked unconscious and started dreaming about \_\_\_\_\_ (an actor) and I dancing at the \_\_\_\_\_ (place). When I gained consciousness the giant \_\_\_\_\_ (animal) was eating my \_\_\_\_\_ (part of the body). I pulled my \_\_\_\_\_ (part of the body) out of his mouth and ran to where I'd been weeding, picked up my \_\_\_\_\_ (tool) and faced my enemy.

“ \_\_\_\_\_ (a line from a film)”, I yelled and charged the giant \_\_\_\_\_ (animal) with my \_\_\_\_\_ (tool). He was so frightened, that he invited me to \_\_\_\_\_ (something you do on weekend). I agreed and we \_\_\_\_\_ (something you do on weekend) every weekend.

**APPENDIX 16**  
**Crossword**



**Appendix 17**

1	2	3
_fraid of	_ovely	_olly
nothing	_riginal	_pen-hearted
_ice and kind	_ntelligent	_onest
_nterested in	_weet	_ever nasty
_alks a lot	_nthusiastic	-----
_lways fun	-----	

**Appendix 18**  
**Word charade**

<b>cartoon</b>	<b>Mistake</b>	<b>robust</b>	<b>cabbage</b>
<b>breakfast</b>	<b>Bookcase</b>	<b>shortage</b>	<b>earring</b>
<b>penknife</b>	<b>Cowslip</b>	<b>retired</b>	<b>doorbell</b>
<b>necklace</b>	<b>Homesick</b>	<b>contents</b>	<b>compare</b>
<b>blackbird</b>	<b>candlestick</b>	<b>suitable</b>	<b>nightmare</b>
<b>keyhole</b>	<b>Briefcase</b>	<b>percentage</b>	<b>headline</b>
<b>selfish</b>	<b>Chimney</b>	<b>screwdriver</b>	<b>beetroot</b>
<b>honeymoon</b>	<b>Buttercup</b>	<b>bullet</b>	<b>shoelace</b>
<b>wallpaper</b>	<b>Boring</b>	<b>fireplace</b>	<b>surprise</b>
<b>decrease</b>	<b>Exile</b>	<b>tension</b>	<b>friendship</b>

(Watcyn-Jones, Peter. 2007. P. 36-37)

### **Appendix 19**

#### **Body idioms- Definition cards**

say the first thing that you think of	try not to show that you are unhappy	help someone	watch to make sure that something is safe	be involved in many different activities	say the wrong thing and feel embarrassed
take a big risk which may damage your position	do your best not to smile or laugh	have too little to do	pretend not to see something	miss an opportunity	make a bad start when meeting someone new
stay calm and in control	protect yourself from being embarrassed	be able to make your own decisions	need to be watching in all directions	hope that everything will work out well	be independent and no rely on other people
do something very easily, not thinking about it	show dislike and disgust	have very little money to live on	be very busy	know all the latest news and what is happening	want to travel or to move on to something new
pretend that something isn't happening	suddenly meet someone by chance	be very busy	deliberately mislead someone	see exactly what the problem is or what is the answer	assert your authority

**Idiom cards**

Say something off the top of your head	Put on a brave face	Give someone a hand	Keep an eye on something	Have a finger in every pie	Put your foot in it
Put your head on the block	Try to keep a straight face	Have time on your hands	Turn a blind eye	Let something slip through your fingers	Start off on the wrong foot
Keep your head	Save face	Have a free hand	Need eyes in the back of your head	Cross your fingers	Stand on your own feet
Do something standing on your head	Pull a face	Live from hand to mouth	Be up to your eyes in something	Have your finger on the pulse	Get itchy feet
Bury your head in the sand	Come face to face with someone	Have your hands full	Pull the wool over somebody's eye	Put your finger on something	Put your foot down

(O'Dell, Felicity and Head, Kathy. 2011. P. 77)

## Appendix 20

### Doctor jokes - Cards for patients

<p><b>Patient:</b> Doctor, doctor! My husband thinks he is a dustbin.</p>	<p><b>Patient:</b> Doctor, doctor! I feel like a bell.</p>	<p><b>Patient:</b> Doctor, doctor! Every bone in my body aches.</p>
<p><b>Patient:</b> Doctor, doctor! I only have thirty seconds left to live.</p>	<p><b>Patient:</b> Doctor, doctor! I feel like a pair of curtains.</p>	<p><b>Patient:</b> Doctor, doctor! My hair is coming out. Can you give me something to keep it in?</p>
<p><b>Patient:</b> Doctor, doctor! I keep thinking there is two of me.</p>	<p><b>Patient:</b> Doctor, doctor! I've got wind. Can you give me something for it?</p>	<p><b>Patient:</b> Doctor, doctor! I think I'm becoming invisible!</p>
<p><b>Patient:</b> Doctor, doctor! I've broken my arm in two places.</p>	<p><b>Patient:</b> Doctor, doctor! What's the best way to prevent wrinkles?</p>	<p><b>Patient:</b> D-d-d-oc-oc-t-t-or, d-d-d-oc-oc-t-t-or, I-I ha-ha-have trou- bbb-bbb-le ss-ss-sp-eak-eak-in-ing.</p>
<p><b>Patient:</b> Doctor, doctor! Every time I drink tea I get a stabbing pain in my eye.</p>	<p><b>Patient:</b> Doctor, doctor! I think I've got measles!</p>	<p><b>Patient:</b> Doctor, doctor! How can I stop myself from dying?</p>

**Doctor cards**

--	--	--

<p><b>Doctor</b> Don't talk rubbish!</p>	<p><b>Doctor</b> Give me a ring next week.</p>	<p><b>Doctor</b> Just be glad you're not a herring.</p>
<p><b>Doctor</b> Just a minute, please!</p>	<p><b>Doctor</b> Pull yourself together, man.</p>	<p><b>Doctor</b> Certainly. How about a paper bag?</p>
<p><b>Doctor</b> One at a time, please.</p>	<p><b>Doctor</b> How about a kite?</p>	<p><b>Doctor</b> Who said that?</p>
<p><b>Doctor</b> Don't go back to either of them.</p>	<p><b>Doctor</b> Don't sleep with your clothes on.</p>	<p><b>Doctor</b> Sorry, I wasn't listening. What was that again?</p>
<p><b>Doctor</b> Take the spoon out of the cup next time.</p>	<p><b>Doctor</b> That's a rash thing to say.</p>	<p><b>Doctor</b> Stay in the living-room.</p>

(Watcyn-Jones, Peter. 2007. *Fun class activities*. P.84-85)

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