

Aston Games and Activities Manual



阿斯顿英语
ASTON ENGLISH

ESSENTIAL INFORMATION TO USE THIS MANUAL CORRECTLY

This guide is here to help teachers looking for a fun language games for children's English corners or demonstration classes and also to help spice up a normal lesson.

Language based games while an important tool in teaching English to younger learners especially; they are simply a means to an end. Playing games just for the sake of having fun in class will make for a poor lesson. The students might enjoy it but they won't learn anything. Each game you play in class should be linked into the goals of that lesson.

**A successful language game involves meeting two goals:
'Students having fun and students learning.'**

Contained in this book is more games than any teacher should ever really need in an ESL classroom. Once experienced teachers learn the relatively simple techniques that enable them to adapt games, combine games and create variations of the games they know to fit different situations and language, they usually find they don't need to look for new games constantly.

Movement in the Classroom

A lot of the games that have been included in this games/activities book involve students moving around the classroom. It can be very easy to overlook the safety of the students when trying to create an interesting lesson. This usually happens when including competitive games or races. With younger students especially, they will want to run....a lot. With all of the chairs, students, and possibly a table in your classroom, the chance of a serious injury can be quite high. There are a few ways to prevent students from running. Firstly, try telling them to walk. However, once the game begins, this request will quickly be forgotten.

Assigning students different ways of moving around the classroom can help. Use hopping, jumping, dancing (disco, ballet, or any other you can think of), stomping like elephants, jumping like kangaroos or frogs, the chicken walk, the fish walk, the monkey walk, and the crab/spider walk. Students really enjoy these different ways of moving and it prevents running.

Explaining Games' Rules

With most activities/games that you want the students to do, explanations in English or Chinese are often not the best way to introduce the activity. The easiest way to get a class to quickly understand what they should be doing is usually by showing them, by clearly demonstrating the activity yourself. This way is particularly effective when both CT and FT are in the lesson. "Demonstration not explanation"

It can also help to develop a clear series of gestures and/or instructions that the class recognizes for explaining activities.

Lower level classes are not likely to respond to a request such as:

"Can you please work in groups of 4"

However a simple hand gesture repeated with the phrase:

"4 students together"

is much more likely to gain a response.

Rewards

How to reward a team or student that has won a game?

The answer depends very much on the class you are teaching. Here are a few ideas to set you off on the right track...

Praise: Never forget the value of a high-five and/or a big smile in motivating students

Happy points: Check your school's policy about using happy points, the points are used to reward students and so depending on your current school's guidelines, it may be possible to use them to reward winning students.

Stickers: For lower level classes (e.g. PC levels) giving little shiny stickers to students as rewards for winning games or good behavior can work REALLY work wonders.

No homework: Be careful with this one because it can lead to parent complaints if teachers don't set homework. Much better would be some form of slightly reduced homework.

Forfeits for the losing team: Try and make the forfeits light hearted if you can. 10 pushups, stand on one leg for 5 minutes, sing a song, do a dance, kiss the door/window... whatever you feel is appropriate for your class; beware of embarrassing students though.

Nothing: For many classes, for example ones where there is already some rivalry between the girl and boy students, simply beating the other team can be reward enough for doing an activity.

Keeping interest in a game

Bear in mind the following points when trying to make a game or activity interesting for students.

- **Clear goals / targets** e.g. time limits, reach a pre-determined number of points – Clear goals help students focus on the task.
- **Enthusiasm** – from YOU the teacher! Enthusiasm is infectious, if you act excited about a game, (even though it may be the 10th time you've played it that weekend) then the students are far more likely to be focused and interested in the game.
- **Timing** – Don't let games go on for too long, better to finish on a 'we want more' than a 'this is boring'.
- **Clear instructions** - if the students don't understand how to play the game, they're unlikely to be interested in it
- **Props and realia** – bringing in objects to class, will nearly always raise interest levels
- **Get involved yourself** – if the set up of the game permits it, and classroom discipline is not an issue then get involved yourself. With two teachers in the classroom one can join each team, without making the game seem unfair.

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1. Find someone who

Target Language: Ice breaker (1st lesson)
Any 'yes/no' question + answer structure

Level: C3+ **Time:** 15mins **Format:** Individual

Material: N/A

How to play: Prepare a set of questions before class. Give each student a copy of a "Find someone who..." questionnaire and ask everyone to move around the classroom asking each other questions and completing as many of the fill-ins as possible. When students have finished asking questions and making notes, have them report back to the class.

Example questions:

Can/can't... Has/have...

Find someone who...

- | | |
|----------------------------|------------|
| 1. can play the piano | name _____ |
| 2. has a cat or dog | name _____ |
| 3. has a brother or sister | name _____ |
| 4. can cook noodles | name _____ |
| 5. can't ride a bike | name _____ |

Present perfect...

Find someone who...

- | | |
|------------------------------|------------|
| 1. has been to Beijing | name _____ |
| 2. has ridden a horse | name _____ |
| 3. has seen an elephant | name _____ |
| 4. has eaten pineapple pizza | name _____ |
| 5. has lost their keys | name _____ |

2. Quick fire questions

Target language: previously taught materials
Variation: numbers / dates

Level: C2-C8

Time: 5-10 minutes

Format: whole class standing

Materials: none

How to: This is a quick and easy warm up activity. At the beginning of class, review questions previously studied before in the course. Have the students practice answers in a whole class format. You ask, they mass answer. After a few minutes of this have the class stand up.

The teacher should stand in the middle of the students and ask them "ready?"

Then ask random students one of the questions that you have just practiced. The students are given 3 seconds to answer. If they cannot or the answer is wrong they sit down. If the answer is right they keep standing. To count down, hold your fingers up so they can see them. Then pick another student at random and ask another question. Mix up the students that you ask, don't simply go down the line. Make sure you keep the game quick and random or the students can become restless. Don't keep going until there are no students standing. The goal of the game is to warm-up and do a quick review, not to get every student sitting down.

Variation: If reviewing numbers/dates/months etc. you may not need to point, just have the students go round in a circle. If it's too easy have them go backwards or do every other month/number.

3. Pictionary

Target Language: Any Grammar Point or vocabulary

Level: Any level

Time: 5 – 15 mins

Format: 2 teams

Material: N/A

How to play: Write one sentence or word on the board to illustrate which tense or vocabulary you want to practice. Then divide the students into two teams. Have one student choose a card (or simply whisper the word in their ear) with an action or noun or adjective written on it. They must draw that action on the board while the other students try to guess, in order to get the point the person answering should use a grammatically correct complete sentence or say the word once it has been guessed. For a faster version of the game, or if the students are reluctant to draw, just draw the words/sentences yourself quickly and have the 2 teams guess.

4. Natural pronunciation warm-up

Target language: any review language, natural pronunciation

Level: C5 – C10

Time: 10 minutes

Format: whole class, wandering

Material: notebooks and pencils

How to: This warm-up can be time consuming if you are not careful. Pick any tense that the students have studied, preferably not the one that you are studying that day. For example, the future tense, “what are you going to do tomorrow?” Check that they are able to use and understand the tense then teach them a more natural way to pronounce the sentence.

What do you = Whaddya

What are you = Wuterya / Whatcha

What did you = Wudja

Going to = gonna

Want to = wanna / wansta

Have to = hafta / hasta

Now practice both the question and answer using more natural pronunciation. Once the students are able to ask the question and respond, tell them to get their books and pencils because they should write down their answers. Tell the students you want them to talk to a set number of other people (if you don't put a limit, the students will just time waste) and ask the question of the day using natural pronunciation. You can also instruct the student that they must speak to a certain number of boy and girl students (you know how teenagers are). Once they have finished, ask the students about their answers in a whole class setting.

After a few weeks/months when they have become comfortable using more natural English, you can make a game of this. Give the students their question and tell them to speak to a set number of students. This is a race, they must write down the answers in full sentence form. The first student to talk to and write down the answers wins. If someone asks them a question, they must answer. They may not speak any Chinese, not even asking “how do you spell your name?” If they do use Chinese, they must sit down for 1 minute. During this minute, they can answer questions, but they cannot ask or write down anything. Once they have all of the answers, they should show them to you. Then when most of the students are finished, review the answers.

5. Charades (miming)

Target Language: Any Grammar Point
Particularly good for action verbs and adjectives

Level: Best suited for lower and mid levels
However it's possible to play at basically any level

Time: 5 – 15 mins **Format:** 2 teams or whole class **Materials:** None

How to play: Divide the students into 2 teams. One student pulls a card with a word written on it. The student must act out the word without speaking. The team guessing can only get a point if they answer in a complete grammatically correct sentence.

For a whole class version simply let the student who guesses correctly be the next one to mime.

Variation: “Different tenses version”. This version can be used when teaching the differences between two or more tenses. The teacher performs the mimes and through a system of actions or subtle differences in mime indicates different time periods.

For example teaching the differences between the following:

Future tense	going to...,
Present continuous tense	__ing
Simple past tense	__ed

To practice the simple future tense, you could mime preparing for an action (e.g. pouring out some orange juice ready to drink it) but stop before the actual action itself. To practice the simple past tense you could use an action, like thumbing backwards behind your head, to indicate that what you are about to mime happened in the past. It's really up to you what system you use to indicate the differences. You could shout a time period before the mime

E.g. shout “last year” and then mime eating noodles, the students reply: “You ate noodles”

6. Run and Scream or Musical Statues

Target language: any review

Level: C2-C4 **Time:** 5 mins **Format:** whole class

Material: none

How to: This one probably works better with younger students; however, it might work with older ones too. Have all of your students stand up, when you say “go” the students must run around the class screaming (now you understand the time restrictions). When you say “freeze” the students must stop running and screaming and stand perfectly still. The last one to stop must answer a question from the teacher. You'll probably want to be careful with this one as I'm quite sure that quieter teachers will not appreciate it.

If you prefer the quieter life, musical statues is run the same way but with music and dancing (hum or sing a song loudly if you don't have any music). Have the students stand and while the music is playing, they must be dancing or at least moving. Once you stop the music, the students must freeze. The last one to do it has to answer a question.

7.Password

Target language: any tense also works very well with adverbs of frequency (sometimes, usually, always, never etc.)

Level: C4 – C10

Time: 20 minutes

Format: teams

Materials: word cards (see printable resources booklet page 2)

How to: Before the class, make a lot of word cards focusing on your target language. For example, if you are practicing tenses your word cards should include all of the verbs that you want to concentrate on. If you are studying adverbs of frequency, your cards should include never, always, sometimes, everyday, and anything that you want your students to practice. Put one word on each card.

In class, divide the class into teams. The first person on each team (the student closest to you) asks their teammates questions. To start the game, tell the students what the target language is, for example the tense or how often questions. Then the FT selects a card, looks at it, but does not tell the students what it is. It is the password card. The “questioner” must go to the next person on the team and ask a question. When they have an answer, they run back to the FT and repeat the answer. If their answer has the word that is on the card they win. If not, they must run back to their team and ask the next person a question. This continues until one of the teams says the password. The winning team gets a point.

For example

FT selects a card, card says eat

FT: (picks a tense) past!!!!

QUESTIONER to STUDENT 1: What did you do yesterday?

STUDENT 1: yesterday I swam

QUESTIONER to FT: yesterday s/he swam

FT: no, s/he didn't

QUESTIONER to STUDENT 2: what did you do yesterday?

STUDENT 2: yesterday I ate bananas

QUESTIONER to FT: yesterday s/he ate bananas

FT: yes s/he did!!! 1 point!!

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8. Hot potato

Target Language: Any Grammar Point

Level: C1 - C5

Time: 20mins

Format: 2 teams

Material: A ball

How to play: Divide the students into 2 teams. Give the ball to one team. That team should ask a question and throw the ball to the other team. The person who catches the ball on the other team should answer then ask a new question and throw the ball. While they are doing this you should have a timer going. The team that has the ball when the time runs out loses, and the other team gets a point. You can specify that they use whatever grammar they are practicing that class.

9. Jenga Domino game

Target language: any review

Level: C2+

Time: 20 mins

Format: whole class

Material: Jenga pieces, dominoes or anything in that shape

How to: Before class, write about 20 review questions. Before the game starts, put several jenga pieces on the floor in random places. The pieces should be standing up on their end like a domino. Chose one domino as the start and one as the finish. Tell the students you are going to ask them some questions. If they get the question correct, they get to stand another jenga piece on the floor, if it is incorrect they do not get to put a piece on the floor. Their goal is to get as many jenga pieces standing on the floor as possible and to set them up like a domino course. Once you have finished asking all of your questions, you are going to push the starting jenga piece so they fall over like dominoes. If all of the pieces fall over, the students can receive a small prize.

10. Running Dictation

Target Language: Any Grammar Point

Level: C4- C15

Time: 15 mins+

Format: Pairs or Small Groups

Material: N/A

How to play: Take a short reading selection (depending on the class level) from a class book or an outside story. Try to find a selection that practices the grammar point of the lesson. Post the short reading outside the classroom. Divide the students into small groups or pairs. Each group should have one piece of paper and a pen. The first person on each team will walk out of the classroom and read as much of the story as they can remember word for word. Then the student will return to the team and say what they memorized. Another team member must listen and write down what was said. They can ask questions for clarification, but the person who has memorized the passage can never write it down. The next person in the term should repeat these steps and pass the secretary role off to the next person. The object is to have a perfect copy of the text and be the first to do it. To make it more interesting, you can ask the students to read one line every time and set some rules before you start the activity, i.e.; no Chinese, no running, no pushing, etc. Another fun addition to this game is to include some questions they must answer or task that they must complete as part of the story or passage. This ensures they read and understand the paragraph.

11. Sentence Auction

Target Language: Any Grammar Point

Level: C4+

Time: 15 mins+

Format: 2 Teams or Groups

Material: A list of grammatically correct and incorrect sentences

How to play: Make up a list of 30 or more grammatically correct and incorrect sentences. Divide the class into 2 teams or small groups, give each team a specific amount of money they can spend buying sentences. If they win the bid for a correct sentence they get a check mark and lose that amount of money, but if they buy an incorrect sentence they get nothing and still lose the money. The winner is the team with the most checks next to their team name. You should conduct the activity like an auction. Say the sentence twice and then start the bidding. Encourage competition and out bidding. Give no clue if it is right or wrong. For lower levels this game can be adapted for spellings of words

12. Kings

Target Language: Any Grammar Point

Level: C4+

Time: 30mins

Format: 2 Teams or Groups

Material: A deck of cards

How to play: Before class assign a topic or task to all the 2-Ace cards in a deck, for a total of 12. Bring a deck of playing cards into class. Divide the class into teams and have them take turns drawing from the pack and giving points for each correct task completed or question answered.

Idea of topics;

A – be social, greet everyone in as many ways as you can.

2 – make two sentences with “going to”

3 – Ask 3 questions to 3 different people

4 – 4 fingers on the floor, 4 past tense sentences

5 – 5 fingers in the air, 15 words sentence

6 – the person to your right must make a comparative sentence

7 – the person to your left must make a superlative sentence

8 – staring contest, 1st to laugh loses it

9 – tell a joke

10 – tell a lie

J – one word sentence. Each person on the team adds a word to a sentence after repeating all the words before them.

Q – Questions. You must ask the person across from you a question, they must ask the person across and on the left a question, this continues until someone laughs or answers the question.

K – You must sing an English song. No ABC song or Happy Birthday.

See printable resources booklet page 24 for extra examples

13. Questions

Target Language: Any Grammar Point

Level: C2-C8

Time: 20mins

Format: Small Groups

Material: N/A

How to play: Divide the class into small groups. Have each group develop a certain number of questions. The number depends on the number of students in the class and how long you plan for the game to run. These questions must relate to the topic being studied. Each team takes a turn asking the other team a question from the list. This requires the team asking the question to know the correct answer in order to confirm a point. This continues until the questions are exhausted. The team with the most points wins.

14. Telephone Game (Chinese whispers)

Target Language: Any Grammar Point

Level: PC-C6

Time: 5-10 mins

Format: Whole Class or 2 Teams

Materials: None

How to play: Start at one end of the class and give them a sentence using the target structure and have them repeat it in a whisper to the person next to them. The sentence should travel around the classroom. The last person should say the sentence and the class should confirm it. To make this more interesting, you can divide the students up into two teams. The team finishes the first and has the most accurate answer wins. Also you can have the last student on each team, come to the board and write the sentence as part of the game if you wish.

Variations:

Action telephone game

Students stand in two lines, facing forward. You whisper a verb to the students at the back of both lines. Those students then make the person in front of them turn around, and perform the action to that person. It continues down the line in this way (make sure students at the front keep facing forward until their turn), until it gets to the front. Then teacher asks the student at the front, "What are you doing?" and the student must answer, "I'm ...ing", using his interpretation of the action that was passed down. That student then rotates to the back of the line and begins the next round.

*** This can be done with just simple verbs without tenses for the PC-C1 level

15. Tap tap tap

Target Language: Any Grammar Point

Level: C2-C6

Time: 15mins

Format: Whole Class

Material: multiple balls or objects

How to: Bring a stuffed animal or a ball and pass it around the circle while tapping on the board. When you finish tapping, the person with the object in their hands is the one who must answer a question or ask a question.

After a couple of times around, add another ball. This will be the question ball, the first one is the answer ball. Have the students pass the balls in opposite directions. When you stop tapping, the person with the question ball asks the other person a question.

Now, after a few rounds like this, you can add another two balls creating two question balls and two answer balls.

If the students get bored with this, divide your blackboard into sections depending on your target language. For example, can and can't. Divide the board into 4 sections, 2 can and 2 can't. The question ball people must throw their ball at the blackboard and ask a question using the section that they hit. The answer student must answer the question.

16. Battleship

Target Language: Any Grammar Point

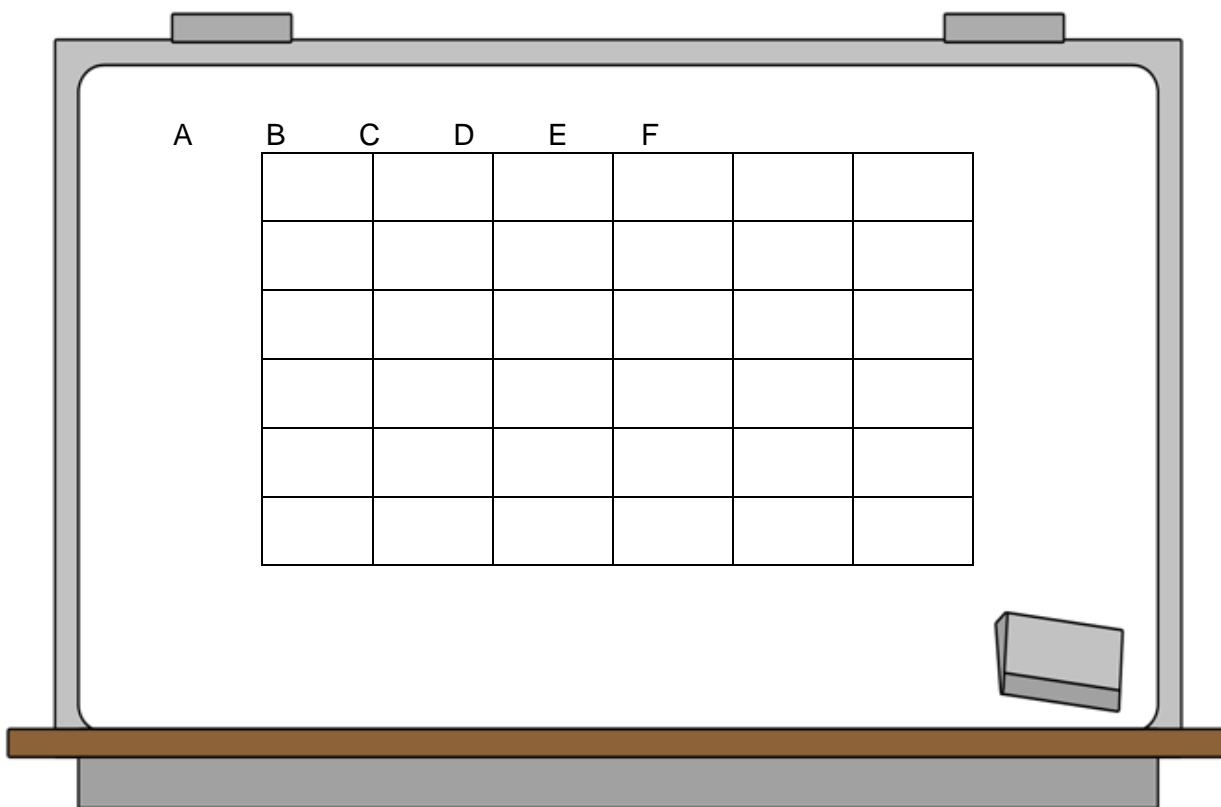
Level: C2-C6

Time: 30mins

Format: Whole Class or 2 Teams

Material: N/A

How to play: Draw two 6x6 grids, similar to the sample, on the board next to each other. Then draw on grid on two sheets of paper. Divide the class into two teams; they have to place 4 ships on the board. A submarine, an aircraft carrier, a cruiser and a battleship. Of course, you'll need the CT to explain everything to the students. The aircraft carrier fits into 4 squares on the grid, the cruiser and the battleship fit in 3 and the submarine fits in 2 squares. They can be placed anywhere on the board vertically or horizontally. Then collect the two pieces of paper and begin ask the students questions. If they get it right they choose a square to "attack". Look at the opposing team's paper and if there is a ship in the square mark it with an O or a cartoon smoke cloud. If there is no ship place an X. Keep taking turns until all ships have been sunk on one team.



17. Crazy Picture Dictation

Target Language: Prepositions

Level: C2 – C3

Time: 15mins

Format: 2 Teams or Whole Class

Material: N/A (see pages 14, 15 & 16 in printable teaching resources booklet for examples of possible pictures)

How to play: Draw an object in the middle of the blackboard eg. a house. Then say a sentence that adds one thing to the picture. “There is a pig on the house.” Have a student draw the sentence, adding to the picture. Continue giving each student a chance to draw an item on the picture. Even better, you can ask the students to take turns giving instructions for the others to draw. You can also ask questions based on the picture. “Where is the pig?”

18. Preposition Race #1

Target Language: Prepositions

Level: C2, C3

Time: 15mins

Format: 2 Teams

Material: 2 balls and 2 chairs

How to play: Divide the class into two teams. Place two chairs at the front of the class. Take a member of each team, the closest to the chairs works best, out of the classroom. Give them a ball each and tell them where the ball is “the ball is under the chair.” Ask them “Where is the ball?” just to double check and practice. Then, send them back to their teams. Use the “broken telephone” game to pass the message down the line along with the ball. The final person on the team must move to the chairs, place the ball in the correct location, and tell you where it is. If the student is correct, award the first correct team 1 point. Then repeat the game with the two runners.

A similar way to run this game is to use commands instead of balls (stand behind the chair, sit on the chair, etc.) This time the student must do the action in the proper location. Make it really crazy and use other verbs like sing, dance, fly, jump etc.

19. Prepositions Race #2

Target language: prepositions

Level: C2, C3

Time: 10 minutes

Format: two teams

Materials: chalk and blackboard

How to: The general setup is the same as Prepositions Race #1. However, instead of having the students use balls and chairs, get the student to draw what you say on the black board. This means you can use some more creative sentences and review past vocabulary. For example, “the monkey is in the tree” or “the fruit is on the table.” Again the first team to draw and say gets the point.

20. Preposition Listening Exercise

Target language: prepositions

Level: C2, C3

Time: 10 minutes

Format: whole class

Materials: notebooks and pens

How to: Have the students take out their notebooks and pens. Have them divide one page into 4 squares. The teacher tells the students “the monkey is in the tree.”(for example) The students must draw what they hear. Come up with some creative sentences, anything involving the W.C., pigs, and the CT will get laughs as always.

Once you have finished dictating, ask the students to tell you about the pictures. In other words, they repeat what you told them.

21. Picture description

Target language: prepositions

Level: C3-C7

Time: 10 minutes

Format: pairs

Materials: any 2 pictures

How to: Make sure you chose pictures that have a few things happening and a bunch of people. C3s may be able to handle a basic picture but C6s should be able to cope with almost anything.

Put a picture at the front of the room or just outside the room taped to the wall. Tell the students they have 5 minutes to draw the picture. Have one person from each pair come up and look at the picture. They must go back to their partner and describe what they saw. They may return to look at the picture as often as they like. After 5 minutes take a look at the pictures and decide on a winner. Then have them switch roles and pictures.

A good incentive to really try is the best team gets half homework.

22. Simon Says

Target Language: Body parts, action verbs, animals

Level: C1 - C3

Time: 10mins

Format: Whole Class

Material: N/A

How to play: Explain to the students that they should only do actions that Simon says they should do; if Simon doesn't say it they shouldn't do them. You can use actions that focus on body parts (touch your nose), or imitating animals (be a rabbit) or simply doing actions (open your book). You can have the winner of the first game lead the next round.

23. Where is it?

Target Language: Body parts

Level: C1 - C3

Time: 12mins

Format: 2 Teams

Material: 2 sets of cards with body parts written on them (see page 3 in the printable resources booklet); double sided tape

How to play: Divide the class into 2 teams. Put the 2 sets of cards on the chair in front of the classroom. Choose one student from each team to stand in front of the classroom. When you say "Go", a student from each team runs to the chair and picks up a card and tape it to the standing student, then runs back to the team and taps the next student on the hand, then the next student runs up and repeats it. Continue until one team is finished. The group with the most accurate answer wins the game.

After (or as part of the game) you can call on students to remove the cards as you say the body part.

24. Crazy Picture Listening Exercise

Target language: body parts, face parts

Level: C2, C3

Time: 10 minutes

Format: whole class listening

Materials: crazy picture of a person or face (see pages 4 & 5 of printable resource booklet for examples)

How to: Before class, draw a picture of a face. Have the students draw a circle on one page in their note book. Tell the students you are going to describe a face and they have to draw what you say. This will practice numbers, adjectives, and face/head parts. For example, tell them “I have 2 big ears” or “I have 7 small eyes.” Continue until you have described the entire face. The stranger, the better. Once you have finished, ask the students “how many do I have?” The students should answer “You have.....” A similar exercise to this one is to describe your whole body. Start with your torso, example “I have a fat body.” Then continue to describe arms, legs, feet, hands, etc. Again once finished, ask them to describe your body.

Extension: Once you have finished the listening and simple repeat, divide the students into pairs. Have one person describe a monster or their mother/father, and the other student must draw what they say. Then have them switch roles.

25. Children’s Songs

Target language: various

Level: PC–C4

Time: 10 minutes+

Format: whole class

Materials: none

How to: There are many traditional children’s songs that can be used to teach English. Good examples of simple songs would be:

Song

Head, shoulders, Knees and Toes
Round the Mulberry bush
Old McDonald had a farm
Teddy Bear
10 Little Indians

Suited to teaching

Body parts
Action verbs
Animals
Action verbs
Numbers

With all these songs it can help to teach actions along with the words this will aid memory and make them more fun. Make up your own actions. If you don’t know the tunes to these songs then a quick search on the internet will find you the melody. Remember also that the lyrics to these songs can be easily adapted with a little thought to remove words that you feel are too difficult or to adapt them to fit your target language for a certain lesson.

See printable resources booklet pages 17, 18, & 19 for extra examples

26. Body Parts Race Game

Target language: I have (number) (body part)

Level: C2, C3

Time: 10-15 minutes

Format: 2 teams

Materials: 2 sets of number cards, 2 sets of body part cards (nine parts), chalk, blackboard

How to: After you teach the students “How many do you have?” and the proper response, divide the class into 2 teams. Each team will use one set of number cards and one set of body part cards. Put each team’s cards on a different chair at the end of the class (furthest from the blackboard).

To start, the student closest to the blackboard (one from each team) runs to the back of the class. They grab one number card and one body part card. After that, they run to the blackboard and draw the number of body parts on their cards (6 & arms, draw 6 arms). Once they draw the picture on the board, they say “S/he has (number) (body part).” Make sure they only draw what is on the cards, nothing else.

Tell the students not to stop, once the first student tells you about the picture, they sit down and the next student goes immediately. But the second student cannot go until the first student sits down. The first team to have everyone draw a body part wins.

27. Animal body parts

Target language: animal body parts, “it has a...../it has 4.....”

Level: C2-C4

Time: 10-15 minutes

Format: pairs

Materials: notebooks, pencils, toy animals

How to: After teaching the students animal body parts and practicing the pronunciation and sentence structure, put them into pairs. Tell one partner (partner A) to get their notebook and pencil. The other partner is the runner (partner B).

The teacher should choose a toy animal and only show it to Partner B. After that, partner B must go back to A and describe the animal. They cannot say “it’s a giraffe.” They must say “it has a long neck”, “it has four long legs” etc. Partner A must draw what they are told. Partner B can come back and look at the animal but partner A cannot look at the animal. After 3 or 4 minutes, stop the class and have all the students show their pictures and say what the animal is.

After you show what the animal looks like, go over the description with the class, eliciting answers from the students. Then, tell the partners to switch roles. Partner A is going to run and partner B is going to draw.

28. The Shoe game

Target Language: Possessives

Level: C2-C6

Time: 20mins

Format: Whole Class

Material: N/A

How to play: Everyone in the class needs to take off one shoe, including yourself and your CT. Put all the shoes in the middle of the classroom. You walk or hop to the pile, pick up one shoe and ask “Whose shoe is it?” the students search for the owner of the shoe and reply back “It’s XX’s shoe.” XX takes back the shoe and repeats the steps. Continue till everyone has their shoe back. You need to have a fairly open minded class, perhaps ask the CT to explain to the class first. If you have a pretty shy class, you can always use other items to do this exercise. But this game has been tested and it can be very fun. This can be practiced using his and hers as well. Tell the students they may not say any names, but they must point to the person and everybody must say “it’s his/her shoe (or object).” The person then takes the shoe to the owner and asks “is this your shoe?” If it is, the shoe owner then runs to the pile and picks another shoe and the game is repeated.

29. Number Counting

Target Language: Numbers

Level: C1-C5

Time: 10mins

Format: Whole Class

Material: N/A

How to play: Have the class stand in a big circle. Instruct them that they should count one at a time around the circle, but if they come to the number 3 or a number that is a multiple of 3 or has 3 in it, i.e.: 3, 6, 9, 13, 15, 18, they should clap and not say the number. Then continue as normal. The one person left standing is the winner.

30. Double Bingo

Target Language: Any vocab, difference between tenses, action verbs

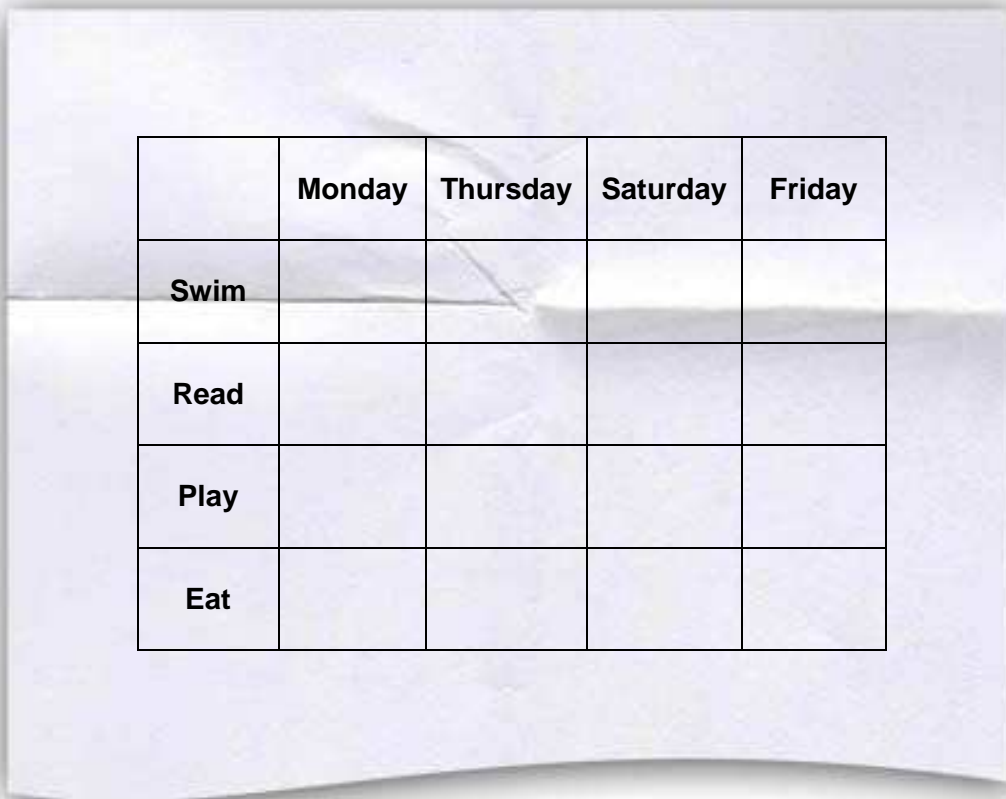
Level: C1-C7

Time: 10-15 mins

Format: Whole Class

Material: Bingo Sheet (See Fig. below)

How to play: A more complicated version of bingo that can be used to practice a variety of things. Best explained by an example, so lets say you wish to practice the days of the week and/or some action verbs. Write a list of ten action verbs on the board (swim, eat, run, play, read...) and also a list of the days of the week. Have the students pick four of each and then place them into a 5x5 grid in their note books like below. (Days at the top, verbs at the side)



The teacher calls out a series of sentences that use a combination of one verb from the list and one day from the other list e.g. I swim on Friday. If the student has both the key words on their grid they can put a cross in the box corresponding to that (I swim on Friday would be the top right box in the example. The first student to have four boxes in a row and shout bingo is the winner.

Example lists:

Different time frames + Action verbs
(future, past, now, everyday) (run, sing, play, eat)

Colors + Prepositions
(red, blue, orange) (in, on, under, next to)

31. Round the world

Target Language: Days of the week/Month

Level: C2-C4

Time: 30mins

Format: Whole class

Material: N/A

How to play: Have the students sit in a circle, choose one student to start. He/she walks to the student next to them. You tell them a day/a month, ie “Monday/January”, they must say “one” back to you, or you tell them a number and they must repeat back the appropriate day or month. The student who says faster and has the right answer is the winner and gets to move down to the next student. He/she keeps on going until another winner occurs or when they are back to the original seat. The loser must sit down in the spot and wait for next turn.

32. Ordering the months/weeks

Target Language: Months/weeks

Level: C2-C4

Time: 20mins

Format: Small groups

Material: 4-6 copies of cut out months/weeks See pages 6&7 of the printable games resource booklet

How to play: Type up a list of all the months/weeks, and use a medium to large type size. Print 4-6 copies. Then cut up the words into individual letters and place them in an envelope. Divide the students into 4-6 groups and hand out the envelope. Tell them they have 3 mins to spell as many months/weeks as they can and to put them in the correct order. They get 1 point for each correct month

33. Animal Abilities

Target Language: Can/Can't

Level: C2, C3

Time: 20mins

Format: Small Groups

Material: Toy animals or animal flashcards

How to play: Divide the students into small groups. Give an animal to each group and they have to come up with as many can/can't sentences about that animal. The group with the most correct sentences wins.

Another way of playing this game is, you say the sentence and the students match the animals with that ability. I.e.: It can fly, but it can't swim. Students should say it's a bird.

34. Guessing Animals

Target Language: Can/Can't

Level: C3-C5

Time: 20mins

Format: Individual

Material: Animal flashcards or Toy animals

How to play: Put a hot seat in front of the classroom and have one student sits in it. Show an animal to the rest of the class; don't let the hot seat student see it though. The student in the hot seat must guess what that animal is by asking can/can't questions. The class should respond yes or no to the questions. Give the students 3 changes to guess, if they can guess it, they get a point. The student with the most points wins.

35. Map Race

Target Language: Directions

Level: C4-C8

Time: 15mins

Format: Pairs

Materials: 2 maps (See pages 11 & 12 of printable game resources booklet for examples)

How to play: Divide the students into pairs and have them sit back to back. Give each pair 2 maps. One map should have place names and the other should have all the places without the names. One student gives directions to the places. The other student has to label all the places as directed. The first team done wins.

36. Can/Can't Race Game

Target language: What can you do?, I can....., He can....., She can.....

Level: C1 - 2

Time: 15 minutes

Format: teams

Material: chalk and black board

How to: Divide the class into two teams. Take a student from each team, preferably the one closest to the black board. Ask them "what can you do?" They should respond "I can....." Send them back to their teams. When you say go, each team should use **broken telephone** to pass the answer to the last person on the team. If you have a low level class, just have them pass on "I can....." If your class is confident and able, have them identify if the speaker is a girl or a boy and use he and she. For example, if the first person on the team is a girl, she says "I can....." The next person on the team should say "She can....." The last person on the team then goes to the black board, draws what the person can do, and says "S/he can....." The first team to do this correctly is awarded one point.

OR

The first game is very stop and start. This slight variation on it is much quicker paced and has little teacher involvement.

Again divide the students into two teams. This time you ask the first student "what can you do?" and say go. The first two students on the team go to the black board, draw an action, and say "I can....." They then go to the next person on the team and say "I can....., what can you do?" This student goes to the black board, draws an action and says "I can....." They cannot repeat anything that has been said before. If they do, they must try again until they come up with something original. The first team to finish wins. Only stop a team if they make a mistake or repeat an action.

If this game finishes quickly, repeat it with what can't you do? To keep this version on target, they must make sense. If a student uses "I can't jump" tell them no (unless your student really can't jump). They must give realistic answers.

37. Chair Race

Target Language: Like/Dislike

Level: C2, C3

Time: 20mins

Format: Whole class or 2 teams

Material: N/A

How to play: If you have a big class, you can divide the students into two teams. Put some food, vegetables or animals on the chair in front of the class. Have the students line up. When you say "go", each student must walk to the chair and pick up an item and say "I like..." or "I don't like..." then puts the item back on the chair and walk to the end of the line. You can also have a timer going for this game. Be careful though, when you have the timer going, the students tend to cheat. They don't want to be the one caught when the time is up, so they likely not to pick up the item and just ran to the back of the line. If that happens, you can ask them to come back and say it again.

38. Bragging

Target language: I can....., intonation, any phrases or idioms associated with ability and bragging (Oh yeah??!!, Yeah right!!! etc.)

Level: C4+

Time: 10–15 mins

Format: whole class and pairs

Materials: none

How to: To introduce the topic/concept of bragging do a dialogue with your CT. Each of you should brag about what you can do. Really focus on the intonation that you use. After that, practice the intonation with the students as a whole. Once they are comfortable and able to do it, tell them to mingle and ask each other what they can do. They should brag their answer, really concentrating on the answer. After they have practiced it like this, put the students into pairs. Tell them to make a dialogue. Have the best pair perform for everyone.

Example

A: Hi _____, how are you?

B: I'm fine, and you?

A: Not bad. Tell me _____, can you swim?

B: Of course I can swim!!! That's easy, can you?

A: No I can't, but I can ride a bike. Can you ride a bike?

B: Yes I can and I can drive a car!!

A: Oh yeah??!!

B: Yeah!! I can ski too!!!

A: So what!! Anybody can ski!!!!

39. Stages of Life

Target language: abilities, could, can, will be able to

Level: C8+

Time: 20 minutes

Format: pairs or small groups

Material: none

How to: Introduce the topic of life stages to the students (baby, child, teenager, adult etc.). Ask the students what each is (what age range?) Put them into small groups and tell the students to come up with some ideas about what each can do. Have the groups share their idea with the class. Once you have made a list of ideas put the students into pairs or small groups again and have them decide what they want to be/which is the best and why.

Then have them mingle and find out what everyone wants to be and why.

40. Memory Game (Fish)

Target Language: Past Tense and Comparative

Level: C3-C5

Time: 20mins

Format: 2 Teams

Material: A set of cards with one word on each slip of paper (see pages 8 & 9 in printable teaching resources booklet)

How to play: Divide the students into 2 teams. Put the slips of paper face down in random order on the floor. The first student turns over 2 slips of paper. If they find a match: go-went, big-bigger, then the student has to make a sentence using it. Then he can keep it. If they don't find a match the student turns them back over and the next student goes. The team with the most cards at the end of the game wins.

41. Palm Reading Activity

Target Language: Future Tense, making predictions,

Level: C9 +

Time: 20mins

Format: Individual

Material: Hand chart (see printable game resources page 30)

How to play: Write the words 'fortune teller' on the board and try to elicit the meaning; if no one knows then give a simple explanation. Perhaps by explaining the words separately or describing what a fortune teller does or looks like. Tell them that you are going to show them how fortune tellers read palms in your home country.

Draw an outline of a hand on the board. Ask the students to guess what the lines represent before you explain their meaning. Write up the good and bad columns explaining that these are the basic criteria which we use to judge the lines. Tell the students you always use the left hand.

Give an example of how to read their fortunes; ask for a volunteer student to come to the front and read their palm. There is great opportunity to make the palm reading fun here, simply in turn describe each line and then give you prediction for that part of their life.

e.g. Your wealth line is thick and long which is good. This means that you will be extremely wealth later on in life, perhaps a millionaire.

Make the predictions funny and interesting but remember not to offend anyone. Ask the students to work in pairs, taking turns to play the part of the fortune teller while the other student has their fortune read. Go round and monitor, helping with language and/or suggestions. You may wish to ask one or two pairs to give a performance for the whole class if you have time or go round the class asking students to briefly explain the predictions made for them by their partner.

It doesn't matter if you are familiar with a different method of palm reading to the one presented here. The focus of the exercise is simply to provoke interesting and fun conversation. If students say that they are familiar with a different method then you can simply say this is the method used in your home country. As an extra activity you could ask the students to explain the differences between this system and the one they are already familiar with.

42. What are you going to do with it?

Target Language: Future Tense

Level: C3 – C9

Time: 15mins

Format: Small Groups

Material: small objects

How to play: Divide the students into groups. Give each group an object and a time limit. Each group tries to think of the most things they are going to do with the object. I.e: if you give them a book they could say “I’m going to throw it out of the window.” Or “I’m going to make paper planes using it.” They shouldn’t use the obvious answer.

43. What happens next? (Picture game)

Target Language: Future Tense

Level: C3-C6

Time: 25mins

Format: Small Groups

Material: pictures or cartoons

How to play: Divide the students into small groups. Give each group a different picture. Have the students come up with several sentences about what is going to happen next. Then you could have them act it out. The group with the most interesting ideas wins. If you can’t find pictures or cartoons, you can always tell the students a story and have them finish the story with what is going to happen next.

44. I’d rather be a hammer than a saw!

Target Language: Comparative

Level: C3 – C8

Time: 15mins

Format: 2 Teams

Material: A set of cards with two similar words on each slip of paper. See page 10 of the printable game resource booklet for examples.

How to play: Have slips of paper with 2 words of similar objects written on them. One student turns over the top slip, they have 10 seconds to begin their sentence. They should say which they would rather be and why. “I’d rather be a cat because they are more independent.” If they answer within the time limit their team gets a point.

45. Classroom Maze

Target Language: Directions

Level: C3–C9

Time: 15–30 mins

Format: various

Material: Something to use as a blindfold

How to play: Blindfold one student, have them come to one end of the class room. Arrange the chairs in the classroom to create a maze. Spin the student around a few times, then have the class direct the student through the maze using English only.

Variations: Here are just a few:

1. Pin the tail on the donkey: can be done with or without a chair maze. No need to make a tail, just give the student some chalk / a marker and draw a donkey without a tail on the board.
Other versions: (tail – donkey, nose – face, ear(s) – rabbit)
2. Find the CT: like the original, only the goal is to get to the CT who may or may not decide to move around to make things more difficult
3. Group classroom maze: Have the students draw maps in partners or groups of three, and then write the directions for how to get to a place on their map. One group at a time, help them turn the classroom into their map, using chairs to represent places. Then they must direct another group through the maze.

46. Finishing Sentences

Target Language: Conditionals

Level: C8, C9, C10

Time: 30mins

Format: Pairs

Material: N/A

How to play: Put the students in pairs. Give them the first half of a conditional sentence. See which group can come up with the most ideas for the second half of the sentence in 1 or 2mins.

Examples:

If I had a million dollars...

If I was a teacher...

If we went to America...

If we could time travel...

47. If... then... chain

Target Language: Conditional

Level: C8, C9, C10

Time: 10mins

Format: Whole Class

Material: N/A

How to play: Start the students with 1 sentence. Each student should add a sentence that is conditional to the sentence before it. I.e.: "If I had a million dollars then I would buy a yacht.", "If I bought a yacht I would sail around the world." Continue until all students added a sentence.

48. Superstitions

Target Language: Conditional

Level: C8+

Time: 30mins

Format: 2 teams

Material: Slips of paper with first half of popular superstitions on them (See printable games resources page 13)

How to play: Divide the students into two teams. The first team chooses a slip of paper and completes the superstition. If they know the true answer they should use it if not they should make one up. The second team has to guess if it's real or not. You could follow up this game with a discussion of Chinese superstitions.

49. Questions only

Target language: tag questions

Level: C10 +

Time: 10-15 minutes

Format: whole class

Materials: none

How to: After you have taught the students the unit on tag questions, this is a game that practices all types of questions. Pick two students at random from the class. Give them a scenario (your at school, shopping, in a restaurant, etc.) and tell them to have a conversation. The catch is they may only speak in questions, no sentences allowed. If a student can't come up with a question, they sit down and are replaced with another student. To keep the game moving, put a 3 second time limit on answers. If you don't limit the response time, the game can slow to a turtles pace.

50. It's true isn't it?

Target Language: Tag Questions

Level: C10

Time: 20mins

Format: Small Groups

Material: N/A

How to play: Have the class use tag questions to see how much information they know about each other. You can split the class into teams and have each team take turns saying something about another person on their team. The other team must guess if it's true.

51. End of the world

Target Language: Fluency activity

Level: C8+

Time: 40mins

Format: Individual

Material: N/A

How to play: Brainstorm job descriptions and write them on the board. Then assign the students one of these jobs. Assign 2-3 students to be a panel of judges. The situation is that an asteroid will hit the earth very soon and these are the last people left to seek safety but we can only hold 5 more people. We will be underground for 15 years and then we will have to start over with planting crops and teaching children etc. Take 5-10 mins let the judges develop questions to ask these candidates and then have the students think of why they should be allowed to live. They have to answer the judges questions and make a plea. Then the judges should confer and tell us who lives.

52. Titanic

Target Language:

Level: C9+

Time: 30mins

Format: Small groups

Material: N/A

How to play: Divide the class into groups of 3-4. Then write descriptions of characters on the board.

a young pregnant mother

a priest

an old blind teacher

a famous doctor

a young man in the government

a very rich business man

Then explain that we must decide who gets the last place on the lifeboat out of all these people. They must be prepared to vote and defend their position.

53. Deserted on an island

Target Language: general game for any lesson

Level: C8+

Time: 20mins

Format: Individual

Material: None

How to play: Tell the students they are going to have to live on a deserted island for 5 years. Have them brainstorm a list of 10 to 20 useful items. Then tell them that they can only bring half. The students must decide together which items they will bring. They should discuss how each item could be used.

54. Picture Description

Target Language:

Level: C4+

Time: 20mins

Format: Pairs

Material: Pictures (See various example pictures in the Printable Games Resources)

How to play: Pair off the students and have them sit facing each other. Then give one student a picture of something interesting. Ask the other partner to take out a pencil and a sheet of paper. Give them instructions that partner 1 is not to show the picture to partner 2. Partner 1 should describe the picture to partner 2 and partner 2 should draw what is described, but ask for clarification if necessary. Give them 10mins or so to do this and finish the activity with a vote by the class on the closest match between original and copy.

55. Directions Relay

Target Language: Directions

Level: C4 – C7

Time: 30mins

Format: Pairs or Small Groups

Material: N/A

How to play: Draw a map before class and post it outside your classroom. Divide the students into pairs or small groups. Each group should have one piece of paper and a pen. The first person on each team will walk out of the classroom and memorize as much of the map as they can remember. Then the student will return to the team and say what they memorized. Another team member must listen and draw the map as what was said. They can ask questions for clarification, but the person who has memorized the map can never write it down. The next person in the term should repeat these steps and pass the secretary role off to the next person. The object is to have a perfect copy of the map and be the first to do it.

56. Chair Tenses

Target Language: simple past, simple present, present continuous, simple future

Level: C4-C7

Time: about 20 minutes

Format: two teams

Material: 3 or 4 chairs, chalk

How to play: Put the chairs at the front of the class. Divide the class into two teams. Assign each chair a tense by writing a P, N, E, and F in chalk on the back of each chair. (P=past, N=continuous, E=simple present, F=future) Take the first student on each team, closest to the chairs, outside. Tell the two students a question using one of the tenses. The two students go back to their teams and pass the question on to the other students on the team. The question is repeated by each student (by whispering along the line like in 'Chinese whispers') until the last student on each team. The last student on each team has to walk to the chairs and sit in the chair with the appropriate tense. If they sit in the correct chair they get one point. After that, repeat the question to the student and have them answer it. If they get the answer correct, award another point. If they are wrong, give the opposing student a chance to steal the point by answering the question correctly. Then, repeat the game with two new questioners and runners.

You may wish to warm up the students by first simply saying sentences and then pointing to students who then have to sit in the appropriate chair (P,N,E,F), as a kind of check to make sure they understand the game.

This game is very useful for highlighting differences between tenses. Any combination of tenses can be used. A simple game could have just two chairs N (now) and F (future).

For example:

What do you do on Monday? (everyday question) sit in the E chair.

What did you do last week? (past question) sit in the P chair.

What are you going to do tonight? (future question) sit in the F chair.

What is the CT doing? (now question) sit in the N chair.

57. Slide Show

Target language: any vocabulary for which you have flashcards

Level: PC1-3

Setup: whole class

Time: 10 minutes

Materials: flashcards

How to: Have the students sit in front of you in a semi-circle. As you introduce the new words to the students, show them the picture, have them chant the new word a few times, then place the picture on the floor in front you. After that, create an action with the students that demonstrates the word. As you introduce all of the words continually review the ones just learned and have them practice each action. When you have finished introducing the words, send the students back to their seats with their parents. Slowly reveal one of the pictures to the students. As soon as a student knows what the picture is, they must stand up, say the word, and do the action. Then have all of the students stand up, do the action, and say the word or phrase.

58. First, next, then, finally...

Target language: first, next, then, finally

Level: C5 – C7

Time: 15-20 minutes

Format: pairs

Material: tape, cards, notebooks, pencils

How to: There are a few ways to play this game. Before class, write one thing that you did during your day, for example “First I woke up at 10:30am.” Make a set of 4 cards, with first, next, then, finally statements. Tape them up outside the classroom so the students cannot see what is written on them (adds to the fun if they have to flip them). Then put the students into pairs, one runner and one writer. The runner goes into the hallway, looks at the card, returns and tells their partner what they read. The partner records it. The first team to put them in order, wins. Once the class has finished, ask them was it a good day or a bad day and why? You can do this game twice, once with good things and once with bad things.

A little twist on this is to only write “first / wake up.” Have the set of 4 cards in similar style. The game is still run the same way **but** the students have to make up the sentence. If you really want to push them, give them further instructions that they have to make up a good or bad day. Again, once finished ask them what happened, what is going to happen, or what happens.

You have to be careful with this game because students will be moving in and out of the door. Of course, their natural urge is to run but be very strict and enforce a walking only policy.

Extension: After you have given both students a chance to run and write, tell the pairs that you want them to make up a dialogue about one student having a good day and one having a bad day.

59. What would you do first?

Target language: first, next, then, finally / if....would....

Level: C5-C10

Time: up to 30 minutes

Format: pairs, small groups

Materials: none

How to: Tell your students that they are at home. It can help to draw a picture on the board to illustrate this. Then have 4 different things happen all at the same time. For example, they have to go to the W.C., the phone is ringing, someone is knocking at the door, and they are naked. Ask them, what would they do first, next, then, finally? (you may need to teach some reactions, the phone rings so I answer it, I have to go to the W.C. so I go to the W.C. etc) Have your pairs or groups decide on the order that they would do things and why. After that, discuss their ideas as a group.

60. Competitive storytelling

Target language: any tenses, comparatives, superlatives, a lot of, some, not any, first, then, next, finally

Level: C5+

Time: 20-25 minutes

Format: small groups

Materials: none

How to: Divide the class into small equal groups of 3 or 4 students. Tell them that you want them to write a story together. Give them a topic that you want to write about, for example the CT's bad day, my next vacation etc.

However, they must use certain language points in their story. After 20 minutes, have each team read their story. For each language point they use correctly in their story, they get one point. As this is a writing activity it could also be set it as homework rather than done in class time..

Example: Write about the CT's bad day. Yesterday she had a bad day and I want you to tell me about it. You must use

past tense

first, next, then, finally

5 superlatives

2 a lot of

2 some

1 not any

61. Clothes Race Game

Target language: It's a (clothes) / I'm wearing.....

Level: C2, C3

Time: 20 minutes

Format: two teams

Materials: clothes flashcards, chalk, and blackboard

How to: Before class, make up some clothing flash cards. As you teach the clothing vocabulary, draw little pictures on the board representing the items. Once the students have learned the vocabulary divide them into two teams. Take a student from each team (closest to the board), and show them a flash card. Ask them "what are you wearing? / what is it?" They should give you an answer, without telling the rest of their team. Then when the teacher says go!! each team plays the "telephone game" passing on "I'm wearing..... / It's a" The last student on each team must run to the board and circle the item of clothing and says "I'm wearing a..... / It's a"

You can also play this with erasers and have the students erase the appropriate clothing instead of circling it. Award a point to the winning team. If you want to focus your students a little more, start taking off points for incorrect answers. Quite often the students will circle random things in their excitement. If you start taking points off, this slows them down a little and makes them think about their answers.

62. Clothing Whodunit

Target language: He's wearing....., colors

Level: C2, C3

Time: 15 minutes

Format: whole class

Materials: none

How to: Teach the students "he's wearing...../she's wearing....." Tell the students you are going to pick a mystery student. They must listen to what you say and decide who it is. Quietly tell your CT who you have chosen. Then, describe what the student is wearing. Start off with very general items or something that a lot of students are wearing, for example "he is wearing black shoes." Become more specific with each statement you make. When a student thinks they know who it is, they must go to the CT and quietly tell them. If they are correct they tell the rest of the class, if they are incorrect they must sit out the rest of the turn. The student must describe the person to the rest of the class using "(name) is wearing....." The winning student then gets to choose and describe another student.

63. Clothing race 2 (pair work)

Target language: What are you wearing?, Are you wearing....., Yes I am, No, I'm not, I'm wearing....., S/he is wearing....., colors

Level: C2, C3

Time: 10-15 minutes

Format: pair work

Material: lots of colored pencils or markers, student notebooks or paper

How to: Tell the students they will need their notebooks. Once they have their notebooks, divide the class into pairs. Put the pencils or markers in the middle of the classroom.

This is a race to see which pair can describe and draw themselves the quickest. One partner (partner A) asks "what are you wearing?" The other partner (partner B) replies "I'm wearing....." describing one piece of clothing. Partner A must go the pencils, pick the appropriate colour return to their chair and ask "Are you wearing.....?" If the answer is yes, partner A draws the item of clothing in his notebook. Then they switch roles. Partner B asks the questions and partner A answers. The pairs continue this until they both have a colour picture of their partner.

Once they have finished their pictures, one partner goes to the FT and one goes to the CT. They must describe what their partner is wearing. The first pair to do it, wins. Have a prize of half homework or something similar for the winning pair.

64. Whispered Time Board Race

Target language: Time

Level: C2, C3

Time: 10-15 minutes

Format: 2 teams

Material: N/A

How to: Divide the class into two teams. Draw two clocks on the board without hands. Then line up the class in two rows. Whisper a time to each of the last two people, then that person should whisper the time to the person next to them and so on until it reaches the person at the front of the line. That person must then draw the hands on the clock on the board. The first person to do so correctly wins a point. That person then goes to the end of the line.

65. Scattegories

Target language: Spelling, Vocabulary

Level: C5+

Time: 10-15 minutes

Format: Small Groups

Material: N/A

How to: Divide the class into small groups of 3-4 and have them get together and take out a sheet of paper, but put everything else away. Then tell them you will say the alphabet and your CT will stop you on a letter. The groups must then think of as many words that start with that letter as they can. Here's the hard part, you will put categories on the board that their words must fall into. ie: Foods, Adjectives, Verbs, Places, Animals, etc. put up 2-3 categories and then start the game. They have 2mins to think of as many words as they can. Then start with team one and give them a point for every word they have that fits the categories, then move to team two and do the same except don't accept words that have already been said. Then the next round start coring with team 2 and team 1 last. Do this at least 4 times.

66. Pass the Bomb

Target language: Vocabulary, Spelling

Level: C2-C8

Time: 10-15 minutes

Format: Whole Class

Material: A ball

How to: Have the students pass a ball, and tell them it's a bomb, the students who gets the ball must write a word they learnt in this class on the board within 30secs, otherwise it'll explode. Then the game starts. The ball is passed and everyone who gets it must run to the board to write a word, at the same time, the other students will count from 1-30.

67. Stop

Target language: Vocabulary, Spelling

Level: C2-C10

Time: 25 minutes

Format: 2 teams

Material: N/A

How to: This is a simple vocabulary game that can be played with two levels of difficulty depending on the level of your students. In the easy version, draw two sets of five columns on the board. Assign each column a letter from the alphabet and shout GO! Divide the class into 2 teams. The first student to fill in all the columns with a word that begins with the letter of each column shouts, STOP! You can go through the whole alphabet like this and also use common two letter word beginnings like ex, sh, sp, ch, etc... In the more difficult version, assign each of the five columns a general category, like food, clothing, emotions, things in the house, etc... you then call out a letter from the alphabet. Students have to fill each column with a vocabulary word that begins with the letter and pertains to the category.

68. The Picnic

Target language: Vocabulary, Spelling

Level: C3+

Time: 10-15 minutes

Format: Whole Class

Material: N/A

How to: This is a simple game that requires students to generate vocabulary in English. The class is asked to imagine that they are going on a picnic. Their job is to suggest things to bring along. The teacher says yes or no to each suggestion. What the students don't know is that the teacher says yes when a student suggests something whose first letter is the same as the first letter of the name of the student. The teacher says no if the first letter of the suggested object and the first letter of the name of the student do not match.

Alison: I want to bring apples.

Teacher: You can bring apples, Alison can bring apples. What do you want to bring, Tim?

Tim: I want to bring a football.

Teacher: Sorry, you can't bring a football.

If the students need a hint after a while you can interject something like:

Diana: I want to bring bananas.

Teacher: Sorry, you can't bring bananas, but Becky can bring bananas.

Usually someone figures out the game. Knowing the secret forces them to narrow their suggestions to words beginning with the same letter as their name.

69. Silent Mouthing

Target language: Vocabulary, Pronunciation

Level: C1-C9

Time: 10-15 minutes

Format: 2 teams, whole class

Material: N/A

How to: Before you do this game it is helpful to do a pronunciation activity with the words you will be using in this game. Divide the students into two teams and the first person on each team must watch your mouth. You should say a word with no voice, just move your lips and tongue in the correct way. The first team to guess correctly gets a point. Alternatively play the game as a whole class activity.

70. Superman Game

Target Language: Can/can't

Level: C2-C3

Time: 15 minutes

Format: Groups/Pairs/Individual

Materials: none

How to: Teacher tells class that they are Supermen/women. They have Super-names, like Super Alice or Super Barney. They each have three Super Powers and one Super Weakness. These form three "I can..." and one "I can't..." sentences. Optionally, prizes can be given at the end for the funniest, most powerful, least powerful etc.

71. Robot Shopping

Target Language: What does she do/what can she do?

Level: C2-C3

Time: 20 minutes

Format: Groups

Materials: none

How to: Teacher selects two volunteers. The first volunteer is the store owner. He sells robots, who happen to be effectively disguised as a C2 or C3 class. The second volunteer is a customer who is interested in buying robots. The customer asks the question "what can/does (s)he do?" and the storekeeper responds "(s)he can jump/jumps/is jumping", depending on the grammar focus.

72. Military junta

Target Language: rules, do....., don't.....

Level: C5-C7

Time: 30 minutes

Format: Groups of 4

Materials: none

How to: Divide class into 4 groups. Pre-teach commands, then make each junta (group) come up with a set of new rules for the class. Encourage them to be as funny or goofy as possible. Each group comes up with a set of 4 rules, and one activity for the rest of the class. Each "junta" spends 5 minutes in charge of the class, in which time they implement their rules and run their activity. The only limits on the activity are that they must speak English, and everyone in the class must speak.

73. Misbehaving students game

Target Language: Can/can't

Level: C2-C3

Time: 15 minutes

Format: groups of 4

Materials: none

How to: Divide the class into four groups, and get one volunteer from each group. That volunteer is the teacher, and they have very bad students. The students keep asking all kinds of questions and annoying the teacher. The teacher answers their questions with "Yes, you can" or "No, you can't."

74. What's missing?

Target language: any vocabulary for which you have cards/realia

Level: PC1-3

Setup: whole class

Time: 10 minutes

Materials: flashcards / realia (toys, objects),
can be done just on the board with no materials

How to: After you have gone through the vocabulary and have the cards/realia laid out on the floor. Have the students close or cover their eyes. If you prefer have them go to the back of the class and look at the wall. Remove one of the cards/objects. Have them come back and tell you which one is missing. This can also be done on the board with pictures

75. Catfight Game

Target Language: any tense, reported speech

Level: C3-C10

Time: 15 minutes

Format: Groups of three

Materials: none

How to: Divide class into groups of three. Two students pretend to fight, and cannot talk directly to each other. Instead, they ask the student between them to be their interpreter/intermediary. The first person asks a question, the person in the middle repeats the question to the third person. The third person answers the question, and the person in the middle repeats the answer, making sure to switch the pronouns appropriately.

For C9, to practice reported speech, put the students into groups of three. Two of the students do not like each other and refuse to speak to each other. The third person in the group acts as the go-between. They must have a conversation, accusing each other of different things. The “go-between” passes on the accusations to each person. If you want, you can make situation cards with pre-made accusations or just have them make it up on the spot.

76. Listen, Point and Say

Target language: Any, but especially useful for vocabulary building specifically nouns

Level: PC1-3

Setup: whole class

Time: 5-10 minutes

Materials: vocabulary picture cards

How to: Have the students sit in front of you in a semi-circle. As you introduce the new words to the students, show them the picture, have them chant the new word a few times, then place the picture on the floor in front of you. As you introduce all of the words continually review the ones just learned. Once you have introduced all of the new words, put your hands in the air and have the children mimic you. (I usually make the students follow my actions, “hands on your nose, hands on your ears,” etc. for a few seconds). Tell them using one finger they have to touch the picture you tell them to and say what it is.

Example

T: “hands in the air, hands on your nose, hands on your stomach, hands in the air, it’s an apple” (if you are teaching food)

S: follow teacher movements, then touch the apple with one finger “it’s an apple!!!”

T: “What is it?”

S: “It’s an apple!!”

This is an easy drill that keeps the students active. They are continually moving and repeating what you say. Make sure you enforce the one finger rule, it keeps the kids from hitting each other or pounding down on others hands.

77. Gimme, Gimme, Gimme

Target language: any group of words, colors, food, etc.

Level: PC1-3

Setup: child and parent

Time: 10 minutes

Materials: a set of picture cards for each student

How to: After you have taught the target vocabulary, give each parent a set of picture cards. Have the students sit in front of you. Tell the student what you want and have them walk to their parent and ask for it.

Example with colors:

FT: *I want a red card*

The student walks to their parent and says: *Red please!*

The parent then hands the student the red card: *Thank you!*

The student returns to the FT and says: *It's red/ I have a red card/ This is red*

Repeat with all of the colors.

This game can be adjusted to any type of vocabulary.

78. What do you have?

Target language: Do you have a.....?

Level: PC1-3

Setup: whole class and parents

Time: 10 minutes

Materials: objects or object cards

How to: Practice the phrases "Do you have a.....?", "What do you have?", "Yes, I do", "No, I don't", "I have a....." with the students. Once they can say them, give each parent an object. Ask the students to find you one of the objects.

As a group they must go to the parents and ask "Do you...." Make sure they ask together in a group chant. If the parent has the object they must say "Yes, I do." Then, the parent will give the object to their child.

The group then returns to the FT.

If the parent does not have the object, they say "No, I don't" and the group moves on to another parent.

They continue until they have found the object.

Once the students come back to the FT, ask them "What do you have?" The students should reply "I have a" Continue until all of the objects have been found.

This game can also be modified to practice "What can you do" and "I can..." After you have introduced the phrases and verbs, give each parent a verb picture card. The students go to each parent and ask "What can you do?" The parents reply "I can" and give the picture to their child. After this, the students return to the FT and say "I can" and do the action.

This game requires active parent participation so remember to be supportive and encouraging to the parents taking part.

79. Weather

Target language: weather words, “How’s the weather?”, “It’s,”, “Is it?”, “Yes, it is”, “No, it isn’t”

Level: PC1-3

Setup: whole class

Time: 5 minutes

Materials: weather flashcards (sunny, windy, cloudy, snowy, rainy)

How to: Ask the students “How’s the weather?” After that, show them one of the weather cards and say “It’s,” Have the students repeat. Continue until they have seen them all and repeated “It’s,”

If you have a window in your classroom, have them look outside and ask them “How’s the weather? Is it,?” As you ask the question, show them one of the pictures cards. (I usually show them incorrect ones to allow them to practice “No, it isn’t.”)

If you do not have a window find one that is close to the classroom. Have all of the students join hands in a line with the FT at the front and the CT at the back. Walk the students to the window. (For safety concerns and general ease, make sure the window is fairly close to the classroom, does not go down stairs, and is not outside.) Once you reach the window, line the students up and ask them “How’s the weather? Is it,?” Go through all of the pictures with the students. Then have them join hands and walk back to the classroom. Make sure the FT or CT is at the front of the line so the students don’t run.

80. Bombs Away

Target language: any

Level: PC and C2

Time: 10-15 minutes

Format: individual, small groups

Materials: picture cards (two sets), pieces of scrap paper that can be crumpled into a ball

How to: After you teach the students the target language and show them the pictures, put one set of cards against the wall and have the students stand at the opposite end of the classroom. Give each student a piece of scrap paper. Tell them to crumple it into a ball, this is going to be their bomb. Slowly reveal a picture to them and the students must guess what the picture is. Once they identify it, have all of the students tell you what it is. Then, each student must throw their bomb at the same picture that is against the wall. The student that lands their bomb closest to the picture wins.

81. Action Races

Target language: animals, occupations, action verbs

Level: PC1 – C4

Setup: 2 teams

Time: about 10 minutes

Materials: None

How to: For every animal/occupation/action verb you teach, teach a corresponding action to represent that animal/occupation/action verb. Practice these actions together. Then divide the class into two teams. Choose one person, from either team, to stand in the front and be “little teacher”. Then choose two students, one from each team, to stand at the back of the room. “Little teacher” says a word; the two contestants have to perform the action for the word while racing to the front, then hit little teacher’s hand and say the word out loud.

Variations:

For C2: How many, there are, there is,

Two students from each team play. Two stand at the front, one from each team and two at the back. Teacher says “nine snakes.” Students in the back mime a snake and race to the front. The front student asks, “How many snakes are there? And student from the back answers, “There are nine snakes.”

You can also tape two pieces of paper on either side of the classroom. “There is” and “There are”. Two students will stand in the middle of the room. If you say “Nine snakes they should run and touch the right paper and make a sentence... “There are nine snakes”. The quickest correct student will get one point.

You can also write “there is... / there are...” on the board and write a verb next to each. For example (there is... jump / there are... stand up) if you say “a dog” then they should jump. If you say “ten cats” then they should all stand up. This can help them with their listening.

82. Human Train

Target language: body parts

Level: PC – C3

Time: 5 – 10 minutes

Format: whole class or small groups

Materials: none

How to: Students should stand in a line. Then say, “Touch a knee” and they have to put their hand on the person’s knee next to them. Keep going through the body parts that you’ve taught them.

83. Paper, Scissors, Rock Challenges

Target language: Can you... Have to...

Level: C2 – C5

Time: 5 - 15 minutes

Format: 2 teams

Materials: none

How to: Divide the class into 2 teams. Select one person from each team to come to the front of the room. The 2 students then play Rock Paper Scissors. The winner must challenge the loser by saying, "Can you...?" They should try to trick the loser into saying, "No, I can't" by asking something impossible like "Can you fly?" "Can you eat China?" "Can you swim in the WC?" If the student answers, "No, I can't" the other team gets a point. If the loser answers, "Yes, I can," he must prove his ability by performing the challenge, or cleverly explain in English how it can be done, and then his team gets a point.

This game can be adapted to teach "have to". The winner of Rock paper scissors challenges the loser, saying "You have to..." "You have to sing a song." "You have to go to the boys'/girls' WC". If the loser can perform it, his team gets a point. If he can't the challenger's team gets a point.

84. Clothes Races

Target language: clothes vocabulary

Level: PC – C3

Time: 10 – 15 minutes

Format: whole class or small groups

Materials: some articles of clothing, two of each (t-shirt, big pants, shoes, hat, etc).

How to: Put the clothes at one end of the classroom. Divide the class into two teams and have them line up in their teams at the other end of the room. Call out an article of clothing and have one student from each team race to put it on, then run back and say the name of the clothes they are wearing.

85. Fashion Show

Target language: clothes vocabulary, He/She's wearing... colors
(patterns, fabrics for higher levels)

Level: C2 – C10 **Time:** 10 -20 minutes **Format:** pairs or small groups

Materials: colored marker pens and paper

How to: Put students in pairs or small groups, and give them colored markers and paper. Have them design their own "fashion." Then say the classroom is a catwalk and have them walk around and display their drawing, then describe it: "She's wearing blue pants and a red shirt." If you want, you can play catwalk music in the background!

86. Clothes Line

Target language: clothes vocabulary

Level: PC – C6 **Time:** 10 - 15 minutes **Format:** two teams

Materials: A long piece of string, clothes pins, and some clothes
(although paper cut-outs of clothes will do)

How to: Attach a piece of string from the window to the board. Bring in clothes pins, and make clothing items out of paper (two of each). Divide the class into two teams. Put the clothes in a pile in the front of the room. Select two students to compete. Say an article of clothing and have the students race to find it, and then hang it on the line and repeat the word.

87. I spy

Target language: classroom objects, spelling, alphabet

Level: PC–C5 **Time:** 5–15 mins **Format:** whole class

Materials: none

How to: This classic guessing game is useful for practicing classroom objects. For older kids you can have the students make a more descriptive sentences "I spy something that is (round and plastic... wooden with glass... colorful with a handle... good for the C5 course, shapes and materials lessons)

Variations:

Colors

Have a student think of an object in the room and whisper it to you. Then the student tells the class what color the object is. Students take turns guessing what the object is. The student who guesses correctly gets to choose the next object.

88. Finger Twister

Target language: ordinal numbers and/or colors

Level: C3 +

Time: 10 -15 minutes

Format: whole class/teams

Materials: See printable game resource pack page 23 for finger twister boards

How to: Print the finger boards and give one to each student or have them share.

For practicing ordinal numbers refer to the fingers as Thumb, 1st finger, 2nd finger... instead of index, forefinger etc.

The game is played exactly like normal twister except with fingers, instead of a spinner to decide which finger goes on which color just make up the finger/color combinations off the top of your head.

E.g. Thumb Blue, 2nd Finger Red, 4th Finger Yellow, 2nd Finger Blue...

89. Adult class directions

Target language: directions

Level: A3+

Time: 10 - 20 minutes

Format: whole class or small groups

Materials: none needed, though a map of the local area would be useful

How to: Ask the adults to think of their favorite place to go in the city (best restaurant, bar, park, historical site), and ask them to be your guide. Draw a rough map of your school's immediate area, and then have the students take turns giving you directions to their favorite spots. If you want, you can have one student read their directions and another student listen and draw an approximation of it on the board.

90. M.A.S.H

Target language: future tense

Level: C3 – C15

Time: 15 -30 minutes

Format: whole class

Materials: none

How to: In this game, students will predict the futures of their classmates. Write MASH on the board and explain that M stands for Mansion, A stands for Apartment, S is for Shack (or school for younger classes) and H is for House. Then write these categories on the board: Husband/Wife, Transportation (or Car for younger classes), Occupation (or Job/Work for younger), Pets (Animals for younger) and Salary (or Money). Then choose one brave, funny student whose future you'll predict (the class clown is best). The student chooses two desirable candidates for each category (like for husband, Jackie Chan and Jay Zhou). Then the class shouts out suggestions and chooses two undesirable candidates (Jack 2 and a pig). Do this for every category.

M.A.S.H				
Husband	Transportation	Occupation	Pets	Salary
Jay Zhou	BMW	CEO	Dog	\$1 million /hour
Jackie Chan	Airplane	Singer	Fish	\$5,000/second
Jack2 (classmate)	The bus	W.C cleaner	10 snakes	1 Yuan
A pig	A horse cart	Dog walker	Jack 2	A bag of peanuts

M.A.S.H Continued:

Okay. Now have the student whose future you're telling close her eyes while you draw a spiral on the board, until the students say, "Stop." Then count the rings of the spiral. This is the student's lucky number (let's say, 6). Start from M (Mansion) and count to six while moving through the lists (M is 1, A is 2, S is 3, H is 4, Jay Zhou is 5, Jackie Chan is 6.) Since you landed on Jackie Chan, cross out his name, and then start again. (Jack 2 is 1, a pig is 2, BMW is 3, Airplane is 4... until 6, the student's lucky number. Cross off the horse cart.) When a category only has one item left, circle it keep going until every category has been determined. That is the student's future. Ask the class questions like, "Who is she going to marry?" "She's going to marry Jack2!!!" "What is he going to drive?" "He's going to drive a BMW?" etc. Choose another student and play again with the whole class – this time they'll be more excited because they understand how to play. Then you can put them in partners to do it by themselves if you want.

91. Origami Fortune Tellers

Target language: future tense

Level: C3 – C15 **Time:** 20 - 30 minutes **Format:** whole class

Materials: Square pieces of paper

How to: Give each student a square piece of paper. Show them step-by-step how to make the origami fortune teller, checking along the way that they're all doing it right. (See page 28 of the printable resources pack). Once everyone has made one (including you) let them loose to run around the classroom and tell each other's fortunes!

92. Paper Sentence Jumble

Target language: any tense

Level: C2 – C6 **Time:** 5 – 15 minutes **Format:** whole class or 2 teams

Materials: About 40 small pieces of paper with words that can be put together to make sentences catering to the tense that you wish to focus on. See page 20 of the printable game resource booklet for examples

How to: Put all these bits of paper on the floor. When you say go the students will come to the front and try to use the pieces of paper to construct grammatically correct sentences. If they are not correct simply say 'try again' until one student is correct – give him or her one point.

93. Sentence Jumble

Target language: general game for any lesson

Level: C2 – C10 **Time:** 10 minutes+ **Format:** two teams

Materials: none

How to: Select two students from each team, and have all four of them stand in the front of the class, facing the back of the class, one person from each team standing in front of their team-mate. Then write a jumbled up question on the board, like, "you what doing are?" or "live you do where?" One student from each team (the ones closest to the back of the room) turns around and un-jumbles the question and his/her team-mate answers it. Good for present continuous, past, future, or any grammar point.

94. Paper Airplane Game

Target language: any grammar point

Level: C3+

Time: 10 – 15 minutes

Format: whole class

Materials: none

How to: Have every student make a paper airplane. They will open their airplane and write the first word sentence on their plane. Then say 1, 2, 3 GO and they throw their airplanes until you say stop. They will pick up a new plane and add the second word to the sentence. Continue until you are done and then collect the sentences and read them.

To focus the game on to a particular language point, simply add in a rule that says you must use a certain sentence construct (all sentences must start with “If” for example) or time period (all sentences must be talking about the future).

95. Skit in a bag

Target language: general game for any lesson

Level: C5+

Time: 20 - 30 minutes

Format: whole class or small groups

Materials: Bag with lots of random toys and objects

How to: Divide the class into groups of three or four students. Give each group several strange, unrelated objects (e.g. an apple, a hammer, an elephant, a fish, a hat, and an airplane). Have them create a play/conversation that incorporates all the objects in some way. Then they perform for the class.

96. Races (general ideas)

Target language: general game for any lesson

Level: Various

Time: 5 minutes+

Format: various, usually teams

Materials: a ball

How to:

- a. Divide your classes into two teams, have them stand in a line and pass a ball under their chins without using their hands. The slowest team to finish has to make sentences using whatever grammar point you're teaching.
- b. Have students balance things on their head or a spoon or a finger and run across the classroom. The loser makes a sentence and doesn't get a point.
- c. Stand in two lines; pass a ball underneath your legs...
- d. Have the students sit in a circle and put their legs straight-out. Put a ball on the first student's feet. They must roll the ball on to the legs of the next student without dropping it. They can't use their hands. If the ball falls, that student must make a sentence.
- e. Write lots of new vocabulary words on the board all mixed up. Divide the class into two teams. Have two students, one from each team, stand at the back of the classroom. Then the Chinese teacher will say a word in Chinese, and the students must run to the board and touch the English word, and then make a sentence. Fastest team gets a point.
- f. Or have lots of say past tense/future tense verbs on the board. The teacher says the infinitive form and the students have to touch the past tense/future tense version on the board and make a sentence.

97. Blindfold Food Tasting

Target language: food, tastes

Level: PC1+

Time: 10 mins+

Format: whole class / teams

Materials: different samples of food

How to: This game will take some preparation on behalf of the teacher; however it's usually worthwhile as this can be a really fun activity. It works well with adults too.

The students must take it in turns to sample one of the foods/drinks that the teacher has prepared, whilst blindfolded and guess what it is. It may help to arrange the setting so that the other students cannot see the food being tasted.

Using different fruits on lower level classes works well; for higher levels you can be more adventurous with the kinds of food.

Higher level class variation: The blindfolded student must describe the taste/texture/smell/size/feel of the food to the other students, who must guess the food from the description.

98. Tic Tac Toe (Noughts and Crosses)

Target language: General game for any lesson

Level: C3 +

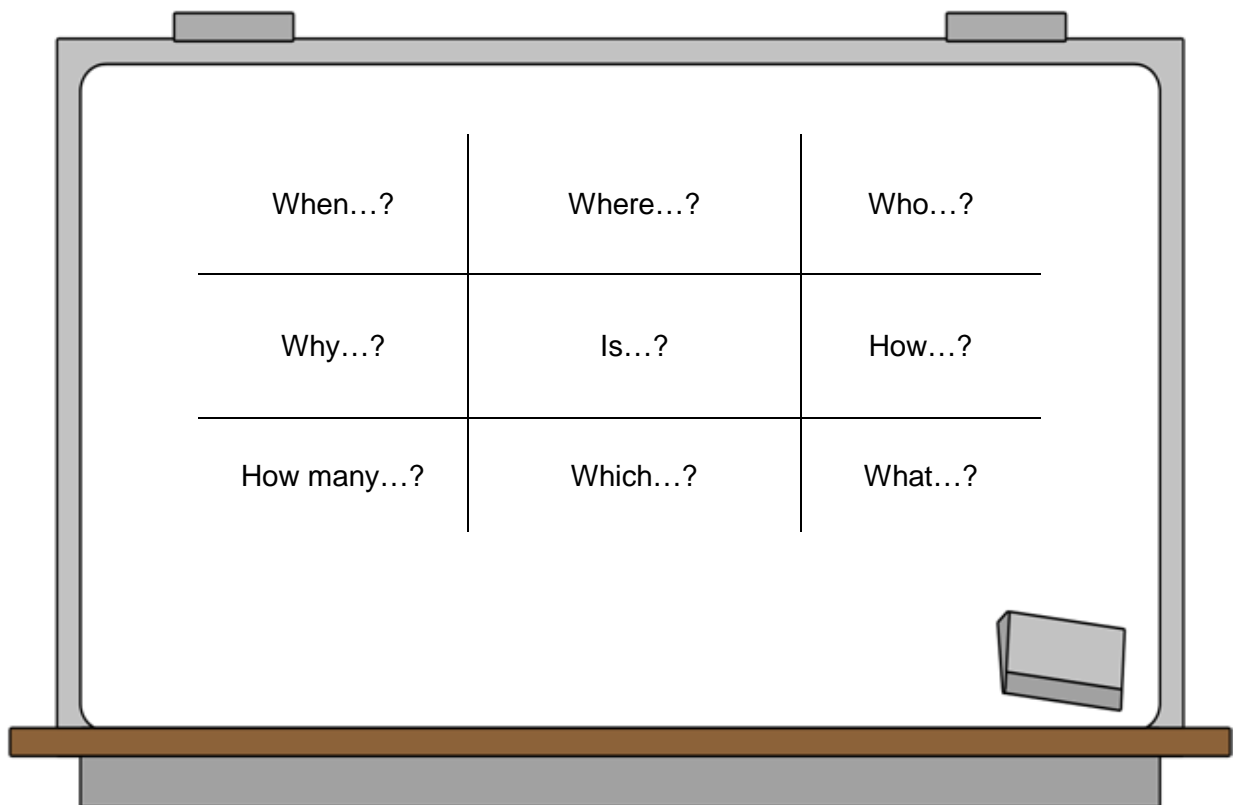
Time: 15 – 30 minutes

Format: two teams

Materials: none

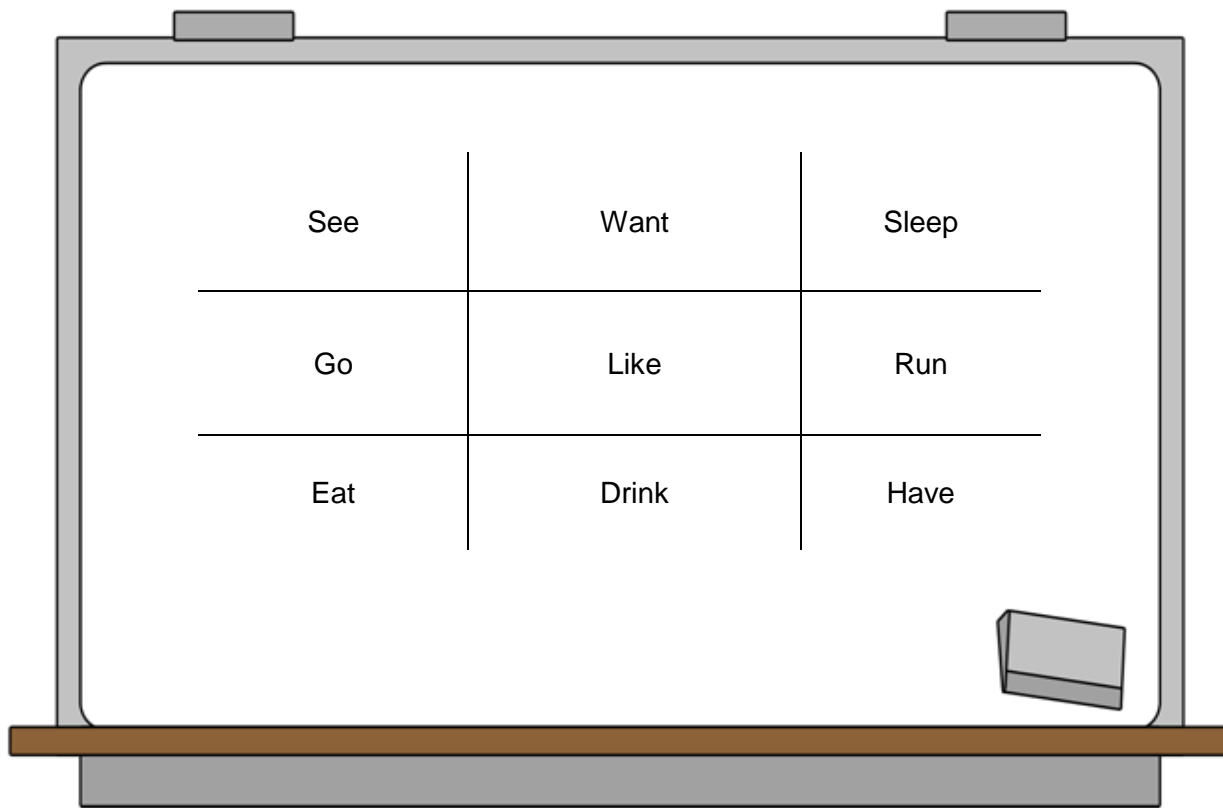
How to: Just like the classic game, only each turn the teams have to answer a question or make a sentence before they can have their go and each square has a different question/sentence.

Question formation version: Ideal for use with a textbook passage. Have the students formulate questions based on the passage.



Tic tac toe continued:

Verbs version: Simply have the students make a sentence using the verb, or to make it more difficult, a difference tense of the verb.



99. Explosion

Target language: general game for any level

Level: PC+

Time: 5 minutes +

Format: whole class

Materials: a ball or two

How to: All the students must sit in a circle. Give one or two students a ball. You will turn your back to the class and look at the blackboard. When you tap the chalk brush on the board they will pass (not throw) the ball around the circle. When you stop tapping, the student with the ball must stand and make a sentence or answer a question.

100. Traffic Jam (Stand up if you...)

Target language: If..., describing people, clothes

Level: C4 +

Time: 5 – 20 minutes

Format: whole class

Materials: none

How to: Have all the students make a circle with their chairs. One student has no chair and he stands in the middle of the circle. The student will start the game by saying a sentence beginning “Stand up if you...” for example “Stand up if you are a boy.” At which point all the boys must stand up and change chairs, after which a new student will probably be left in the middle without a chair. He or she must then say a new sentence beginning “Stand up if you...” and so on. Each time should be a different sentence. Students always enjoy teacher participation in this game, “Stand up if you are a student” will usually be met with “Stand up if you are a teacher” the next go. This game works very well with some adult classes and most teenager classes.

Variations:

Do you love your neighbor?

Set up is the same as before, chairs in a circle. Get your role call. Call on the first student (as long as he or she isn't in the middle). Ask him a question or have him make a sentence using the grammar you are studying. When he is finished ask “Do you like your neighbors?” If he says yes, the two people sitting next to him (his neighbors) must switch chairs (he stays sitting) and the person in the middle must rush to take a chair. If he says no then everyone – including himself – must run across the circle and take a new chair (they can't jump into the chair next to them).

101. Race around the circle

Target language: general game for any level

Level: C2 +

Time: 10 minutes +

Format: whole class

Materials: none

How to: Divide the class in half. Have them place their chairs in 2 lines back to back. If you have 18 students each side should have a number 1 through 9. You will call a number (e.g. 4) so both number 4's need to run all the way around the circle and sit back down in their own chair. The slower student should make a sentence. You can change it by having them jump or dance around the circle too.

Example seating position for a class of 8:

1-X	X-4
2-X	X-3
3-X	X-2
4-X	X-1

102. 4 Corners

Target language: general game for any level

Level: PC – C3

Time: 5 – 15 minutes

Format: whole class

Materials: none

How to: On each corner of the blackboard write a color. This will represent the 4 corners of the room. The CT will sit on a chair in the middle of the room. When you say go, all the children will quietly go to one of the corners of the room. When you say stop they should all stay in the corner of the room that they are in. The CT will call out one of the colors without looking. All the children who are in that corner need to make a sentence or answer a question.

103. Board Ladders

Target language: general game for any level

Level: C1 – C10

Time: 10 – 20 minutes

Format: two teams

Materials: none

How to: Divide the class into 2 teams. They will remain in their chairs. If you have 18 students, each team will have a student numbered one through 9. You will draw two ladders on the board with about 12 rungs and a stick man beside it. You can use any grammar point... Ask a question "What did you do yesterday?" ... Then you will say a number (8) both students numbered 8 should stand and try to answer the question quickly and correctly. The first one to do so can climb a rung on the ladder.

** You can also play a variation of this game, by calling out a number and then throwing the ball and both the students with that number have to race and get the ball. The one who doesn't get the ball must make a sentence.

104. Describing Things

Target language: general game for any lesson

Level: C5 +

Time: 10 minutes +

Format: whole class or small groups

Materials: slips of paper with random nouns written on them

How to: Assign each student a random noun on a piece of paper. He or she must make 5 sentences to describe the object without saying what it is (a variation of the game 20 questions. You can have him ask the rest of the class, or ask the CT (if the CT can't guess you can have the students assign a little homework for fun or something small).

Simple examples: a cat, a spoon, noodles, America, a computer...

105. Dice Game

Target language: general game for any level

Level: C2 – C10

Time: 10 minutes +

Format: 2 teams

Materials: dice

How to: You can make a large dice or you can bring in some small dice- either is ok. Divide the class into two teams and assign each value on the dice something:

1 – 10 points

2 – Miss a turn

3 – Bankrupt

4 – 25 points

5 – Switch points with the other team

6 – 1point

Have the first student make a sentence or answer a question and then roll the dice for his or her team. Keep track of the points on the board.

106. Black and Red Card Game

Target language: general game for any level

Level: C1+

Time: 10–15 mins

Format: 2 teams

Materials: a deck of cards

How to: Split the class into two teams. You will have a deck of cards in your hand. The first student from the first team will make a sentence or answer a question. Then he will choose a card. All the red cards are plus points. All the black cards are minus points. So if he chooses black 7 then his team will lose 7 points. Keep track of the points on the board.

107. Word Tennis

Target language: any vocab

Level: PC+

Time: 5 – 15 minutes

Format: whole class or 2 teams

Materials: none

How to: Teacher gives a category. One student from each team comes to the front and sits in a chair. Go back and forth between the students, each time they have to think of a new word in the category until they can't think of a new word or they repeat an old word at which point that team loses. The other students on each team can help their chosen student. The teacher keeps score on the board.

Example categories: clothes, food, animals, jobs, types of transport, colors, things in the classroom, sports, action verbs...

If you have an inflatable hammer then you can spice up the game by using it to **lightly** hit the loser on the head. The fun comes in dangling the hammer over students' heads while they think of a new word.

Variation: (You will need one ball.) Make two teams. Have the students sit in two lines facing each other about 5 feet apart. If you say food... the first team will say a word (bread) and throw the ball to anyone on the other team who will quickly say a different word (pizza)... then throw the ball to anyone on the other team. Keep going back and forth very quickly. After a minute or two start counting down from 10. When you get to zero the team that has the ball losses...the other team gets a point.

108. Listen and choose

Target language: any grammar structure

Level: PC+

Time: 5 – 10 minutes

Format: whole class or two teams

Materials: none

How to: Draw a line down the middle of the black board or the floor. On one side draw a huge X on the other half draw a big tick. Use the grammar point you are studying to make a sentence that is either grammatically correct or incorrect. For example, if you are studying present tense you could say "He are jumping" The students should go to the "X".

109. Basketball, soccer, bowling...

Target language: general game for any lesson

Level: PC+

Time: 10 minutes +

Format: whole class or teams

Materials: various equipment

How to:

Many sports games can be adapted to the classroom with some thought and imagination. The principle for all is basically the same, divide the class into teams. Have them take turns to shoot hoops, take penalties, bowl the ball etc. Have each team answer a question related to the English you are teaching before they can have their turn.

Many teachers draw lines on the floor and then ask multiple questions. With each correct answer the student will move forward to the next line and get closer to the basket/goal/board.

Here's some ideas to get you going, but really any game which can be played **safely** (I'd think twice about playing rugby) in a classroom with 2 teams taking turns with do...

Bowling: use some cheap plastic skittles, available to buy in most supermarkets

Basketball: use a clean trash can and a ball,

Soccer: take penalties using a soft ball and two bags to act as goal posts

Darts: use a small soft ball (a paper ball or having the students make paper planes can also do) and draw a large and simplified darts board on the board.

These games are particularly suited to review parts of the lesson or just before a mid-term or final exam to go over the entire course.

110. Who, What, Where, When, Why

Target language: sentence formation

Level: C5+

Time: 10 – 15 minutes

Format: whole class

Materials: none

How to: Have every student take out a piece of paper. Write the above 5 words on the boards. First, for "who" they should write one of their classmate's names or someone famous perhaps. When they are finished they should all fold the paper to cover the word and then pass the paper to the person on their right. Next for what, they should write an action (Flies in the sky... Goes to the WC... kisses the CT) then fold and pass to the right... write a place, fold and pass... write a time frame (everyday)... and write why (because...). Have the students pass the paper one final time and then open their paper up and take turns to make sentences that use all the words on their piece of paper.

111. Back to the Board (Hot Seat)

Target language: general game for any level

Level: C4+

Time: 10 minutes +

Format: whole class or teams

Materials: none

How to: Put a chair in front of the board and have one student sit in it. Five words are written behind a student's head (the student can't look at the board). Their team members have one minute to explain all the words in English without saying the word or using body language. This game works well with adult students.

On the board: Cat

Students: It's an animal. It likes eating fish. It doesn't like dogs. It has 4 legs...

Variation:

Reverse Back to the Board:

Have the foreign teacher sit in the hot seat and the CT or a good student write some Chinese characters on the board. Then the teacher has to guess what they mean with the help of the students

112. Don't laugh

Target language: general game for any lesson

Level: C7+

Time: 5 – 10 minutes

Format: whole class

Materials: none

How to: Have the students sit in a circle. They can only ask each other questions... no one can answer a question. The point is to try and make each other laugh. The first person will ask the person next to him or her a creative question, then the person being asked will turn and quickly ask the next person a crazy question (do you wear your mothers underwear). A person is out of the circle if he or she laughs.

113. Fixed response

Target language: general game for any lesson

Level: C5+

Time: 5 – 10 minutes

Format: whole class

Materials: none

How to: Choose one student to sit on a chair at the front of the class. Give him or her a piece of paper with a response that he can only use (I like to wear girls underwear... Drink WC soup alone in my room). The rest of the class will then ask that student questions, and he can only answer with that one response. This will make the children think of good questions where this answer will be appropriate.

For example:

What is your favorite thing to do? I like to wear girl's underwear.

What do you do everyday after school? I like to wear girl's underwear.

114. Snowball Fight

Target language: general introduction game / ice breaker, first day game

Level: C2+

Time: 10 – 15 minutes

Format: whole class

Materials: none

How to: Introduce the game by asking the students about winter – what's the weather like, what do you do in the snow, etc... Give each student a half-sheet of plain white paper. Have them write down three facts about themselves (I like... I can...) but not their names. Adjust these topics for level of difficulty. Then tell the students to make a snowball by wadding up the piece of paper. Divide the room into two teams and then start throwing snowballs at each other until it gets a little boring. Tell each person to pick up the paper closest to them, read it, and go find the person whose snowball they have. Repeat a couple of times if you like.

115. Candy introductions (Skittles)

Target language: general introduction / first day game

Level: C3+

Time: 10 – 15 minutes

Format: whole class or small groups

Materials: some multi colored candy

How to: Buy some Skittles, M&Ms or other multi colored candies. Give each student several pieces and tell them not to eat them yet. Then write on the board the different colors of candy. Assign topic for each color (i.e. red: favorite food, orange: favorite animal, yellow: family members...) the students must then introduce themselves to the class, providing information based on which colors they have. Then everyone eats.

116. Toilet Paper

Target language: general introductions ice-breaker first day game

Level: C4+

Time: 10 -15 minutes

Format: whole class

Materials: a roll of toilet paper

How to: Pass a roll of toilet paper around the classroom and instruct the students to take as many squares as they like. They will think this is funny. Once every student has some toilet paper, inform them that for every square, they have to say one sentence about themselves (what they like, favorite color, pets, family, etc. Adapt it to your class level).

117. 3 sentences - 2 true 1 false

Target language: question formation

Level: C5+

Time: 15 – 25 minutes

Format: whole class

Materials: none

How to: Write up three sentences on the board about yourself. Two of them must be true, one must be false, but it shouldn't be obvious which is false. For example:

1. I've been to France.
2. My sister works in a bank.
3. I have a cat at home that is 10 years old.

Have the class ask you questions concerning the three sentences. Tell them that you will lie to make all of them seem true if asked about them, but they should be looking at your face and listening carefully to your voice to see which sentence they think is false. After a while of questioning then ask the class to have a vote as to which one they believe to be false.

To extend the game have the students write their three own sentences using constructs such as: I have... I've seen... My mother/father... I can...

Pick a student who then tells the class their three sentences and the game begins again.

As an introduction to the game you may wish to quickly brainstorm different question types (What, Where, When, Is... Are... Did... etc) on one part of the board; it will help them think of different questions to ask.

118. Who am I? (Name on your back)

Target language: occupations, yes/no question formations

Level: C5+

Time: 15 minutes +

Format: whole class

Materials: pieces of paper with celebrities or jobs written on them. See printable game resources booklet page 29 for examples.

How to: This is the classic party game of putting names on people's backs (or foreheads) which they can't see and then asking people questions about who they are, to which other people can only reply yes or no. It is usually done using famous people, but can also be done using jobs (e.g. driver, teacher, zoo keeper). Before playing the game it can be useful to do a quick brainstorm on the board of different types of celebrities e.g. sports person, singer. And leave it on the board throughout the game to help any students who are stuck thinking of who they are.

119. General Preposition Games

Target language: prepositions

Level: PC – C3 **Time:** various times **Format:** whole class, teams,

Materials: none needed, you can use objects already in the class but can also bring your own toys/balls if you wish

How to:

1. Have the students take out their text books. Give them directions.... Put your book under your chair... On your head... on "the CTs" head...
2. Take out your role call. Give the students instructions:
Jimmy, stand next to Bob...
Molly, sit on Jessica
3. (PC) Have all the students stand outside the door with the CT. Hide some toys around the classroom. They come back in and one by one go looking for a toy and make a sentence: "The fish in Mary's bag."
4. Place a chair, a bag and a book on the floor at the front of the classroom. Make 2 teams. Have the first player from each team stand at the back of the classroom, each holding a toy. You will give a command: "under the book" and they must run and place the toy under the book and quickly make a sentence "The pig is under the book." The quicker player will get one point for their team.

120. Spiders and Pandas

Target Language: Any vocabulary for which you have flashcards/word-cards

Level: PC –C4 **Time:** 10mins **Format:** Teams

Materials: Flashcards or word-cards plus extra small spider/panda cards (see pages 21 & 22 of the printable resources booklet)

How to play: To practice new vocabulary for which you have flashcards. Simply place the flashcards on the floor and then underneath the flashcards place small cards of either spiders or pandas. Then the teams take turns to pick cards, by saying what is on the card (thus practicing the vocab). If the card has a panda underneath they get to keep it. If it has a spider they get nothing. The team with the most pandas at the end is the winner.

121. I've Never

Target language: present perfect

Level: C5 +

Time: 5 – 10 minutes

Format: whole class

Materials: none

How to: Students sit in a circle, taking turns saying things they've never done (I've never been to Beijing, I've never kissed a boy. I've never eaten pork. I've never gone to the boys' WC). If the other students HAVE done it, they must put up a finger. The first student to hold up five fingers is the loser, so the object is to say things that you haven't done but think most other people have done.

122. What time is it Mr. Wolf?

Target language: time expressions

Level: PC–C3

Time: 5–10 minutes

Format: whole class, small groups

Materials: none

How to: One student stands at the back of the classroom with his eyes closed facing the wall usually. The rest of the class stands at the other end touching the blackboard and asks that student "What time is it Mr. Wolf?" If the student says, "It's 2 o'clock" all the students take 2 steps (4 o'clock, 4 steps). If he says "It's lunch time" he will chase all the students back to the blackboard. The student he catches is the next wolf.

123. Clock board races

Target language: time expressions

Level: C2+

Time: 10-15 minutes

Format: usually two teams

Materials: none

How to: Draw about 10 clocks on the board. The first student from each team will stand at the back of the room. You will say a time from one of the clocks and the students should come to the blackboard and touch the correct clock.

Variations: Draw two big clocks on the board with no hands on them. The first student from each team will stand at the back of the room. Give both a piece of chalk. If you say "half past 2" they should come and draw the hands correctly. The quicker student gets one point for this or her team.

124. Boxing

Target language: general game

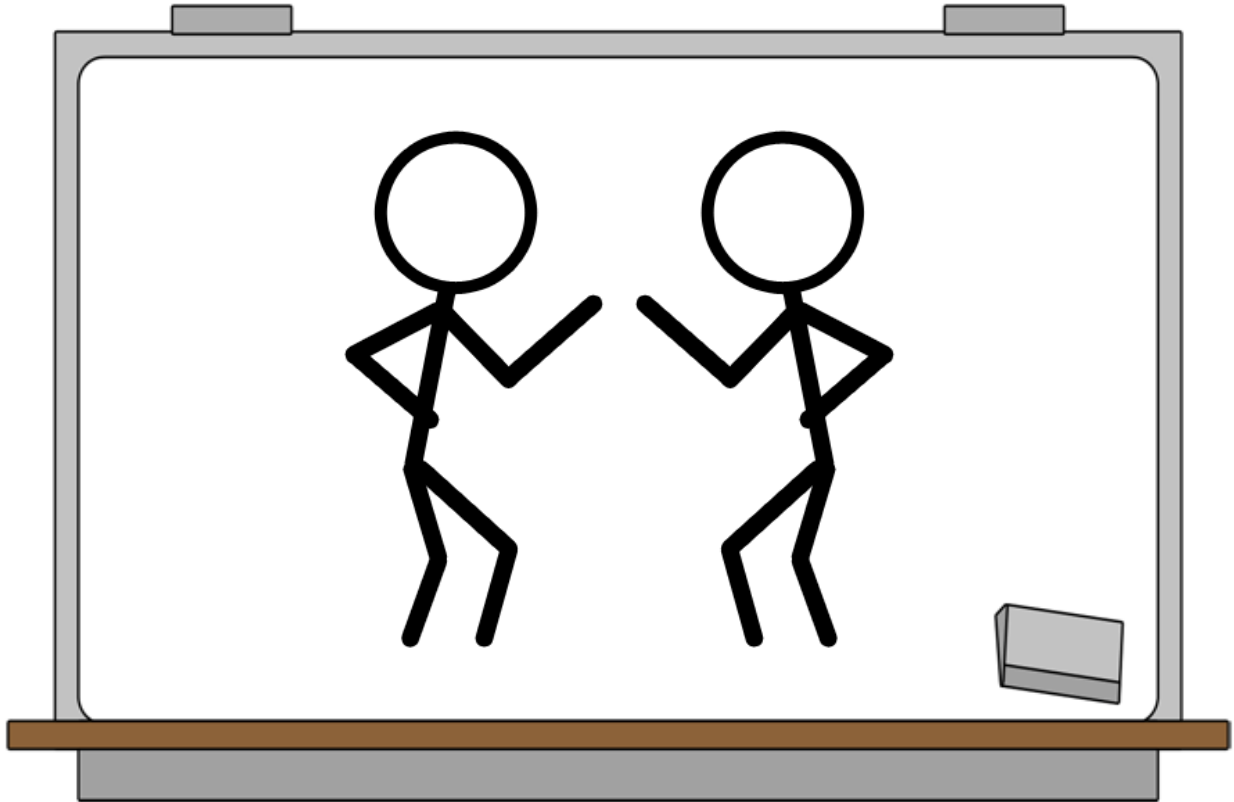
Level: C1+

Time: 15 minutes

Format: class vs the teacher

Materials: none

How to: The students and the teacher(s) each have a boxer which you can draw on the board simply like this:



Before each turn a student is picked who must come to the front of the class, the students must answer a question before they can play a round (this is where they can practice English), after they getting the question right, the student and the teacher have a round of paper, scissors, rock. The loser of the round has one part of their man crossed through or rubbed out. The loser of the game is the one who has all their parts rubbed out/crossed through.

125. Make a story word by word

Target language: general game

Level: C9 +

Time: 10 minutes

Format: three students at a time

Materials: none

How to: Choose three students to stand at the front of the classroom and tell a story together, one word at a time. Student 1: “Yesterday” Student 2: I” Student 3: “saw”... 1: “your” 2:”mom” It’s really more fun than it sounds.

126. Party Guests (“Whose line is it anyway?”)

Target language: general game

Level: C10+

Time: 15 minutes +

Format: four students at a time

Materials: none

How to: Have three students play guests and one student play the host. The host waits outside while the class determines three identities or defining traits for the guests (examples: paranoid, curious, a cow, an astronaut, a spy, a hypochondriac, Mickey Mouse, etc.). The host then enters and the guests go outside, then one by one re-enter the classroom. The host hosts his party, making conversation like, “Hi, how’ve you been lately? Can I get you a drink?’ and the guests cater their responses to their personal anomaly while the host tries to guess what that trait is. The party lasts as long as it takes for the host to guess who all of the guests are.

127. Wagon Wheel

Target language: general conversation game

Level: C10 +

Time: 10 minutes +

Format: whole class

Materials: none

How to: Divide the class into two even groups. Have them stand in two circles, one inner and one outer, the inner circle facing the outer circle. Make sure every student has a partner in the opposite circle. Then ask them questions like, “What is your favorite movie?” The students then have to introduce themselves and discuss briefly. Have a few students share their responses with the class. Then make the inner or outer circles move several positions in one direction (“outside circle, move three to the left!”) thus acquainting students with new partners. You can ask questions based on the grammar or vocabulary you’re learning. This is especially successful when learning real and unreal conditionals (“If you were president, what would you do? If you were the opposite gender, what would you do?”) and would you rather...?

A good idea is to combine your class with another class of a similar level happening at the same time. This way, students are both excited to meet new people and tend to concentrate a little more on using correct grammar.

128. Time scramble

Target language: time expressions

Level: C3–C6

Time: 5 minutes

Format: whole class or small groups

Materials: pieces of paper with times written on them
(see printable teaching resources p25)

How to: Give each student a piece of paper with a time on it (no 2 times can be the same). Have them memorize this and write their name on the paper and give it back to you. When you say go they must stand up and put themselves in order of time 12:01 am to 11:59 pm. They cannot speak Chinese to do this. You will check if they are correct by looking at the bits of paper.

129. Eye charts

Target language: alphabet, up, down, left, right

Level: PC – C1

Time: 5 – 10 minutes

Format: whole class or two teams

Materials: eye charts (see pages 26 & 27 in printable teaching resources booklet)

How to: Have the students all move to one end of the classroom with the CT while the teacher holds one of the eye charts up against the board (or draws the eye chart on the board). Then hold a competition to see who has the best eye sight. Use the chart with letters to review/practice the alphabet and the chart with E's to practice up, down, left and right.

130. Something's Different

Target language: contrast of 'is' and 'was'

Level: C2 – C8

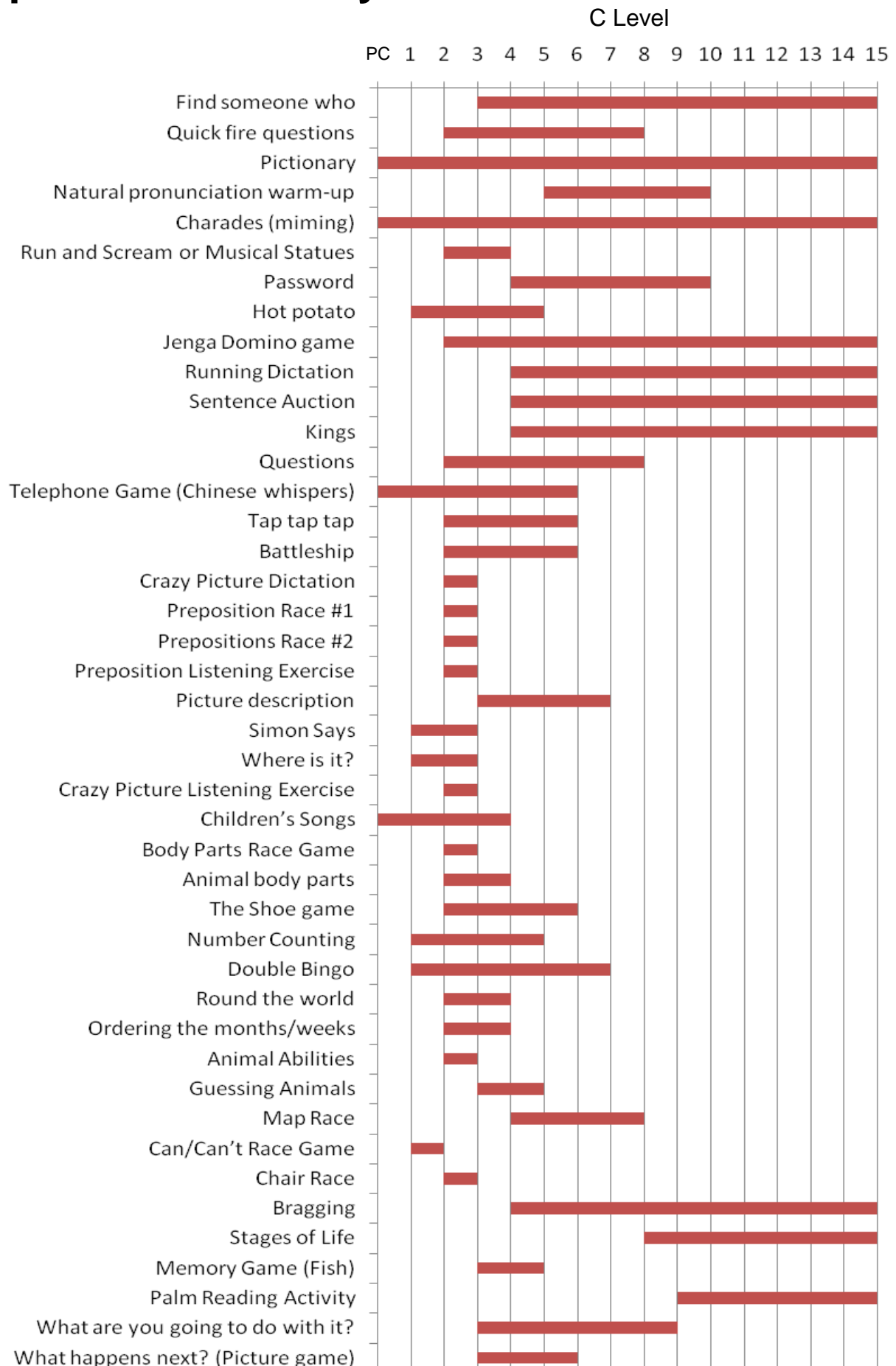
Time: 10 mins+

Format: whole class

Materials: none

How to: Ask one or two students to leave the classroom for two minutes under the supervision of the CT. While they are gone change maybe 3 things in the classroom. For example, have two students swap coats, another 2 change seats and put a chair in the middle of the room. Have the student come back in and guess the differences. Don't make the differences too difficult to guess, unless the class is really good.

Appendix: Games by level







N.B: These level guides are intended only to provide a rough indication to teachers of which games will be suitable for which levels; teachers should always make their own choices about the suitability of a game before using it in class based on the students in their class



2010 Aston English



Printable Game Resources Booklet

Part of the Aston Games and Activities Manual



Example verb cards for Password

Eat	Swim	Drink
Sleep	Buy	Go
Run	See	Climb
Walk	Jump	Play
Watch	Close	Open
Ride	Read	Write



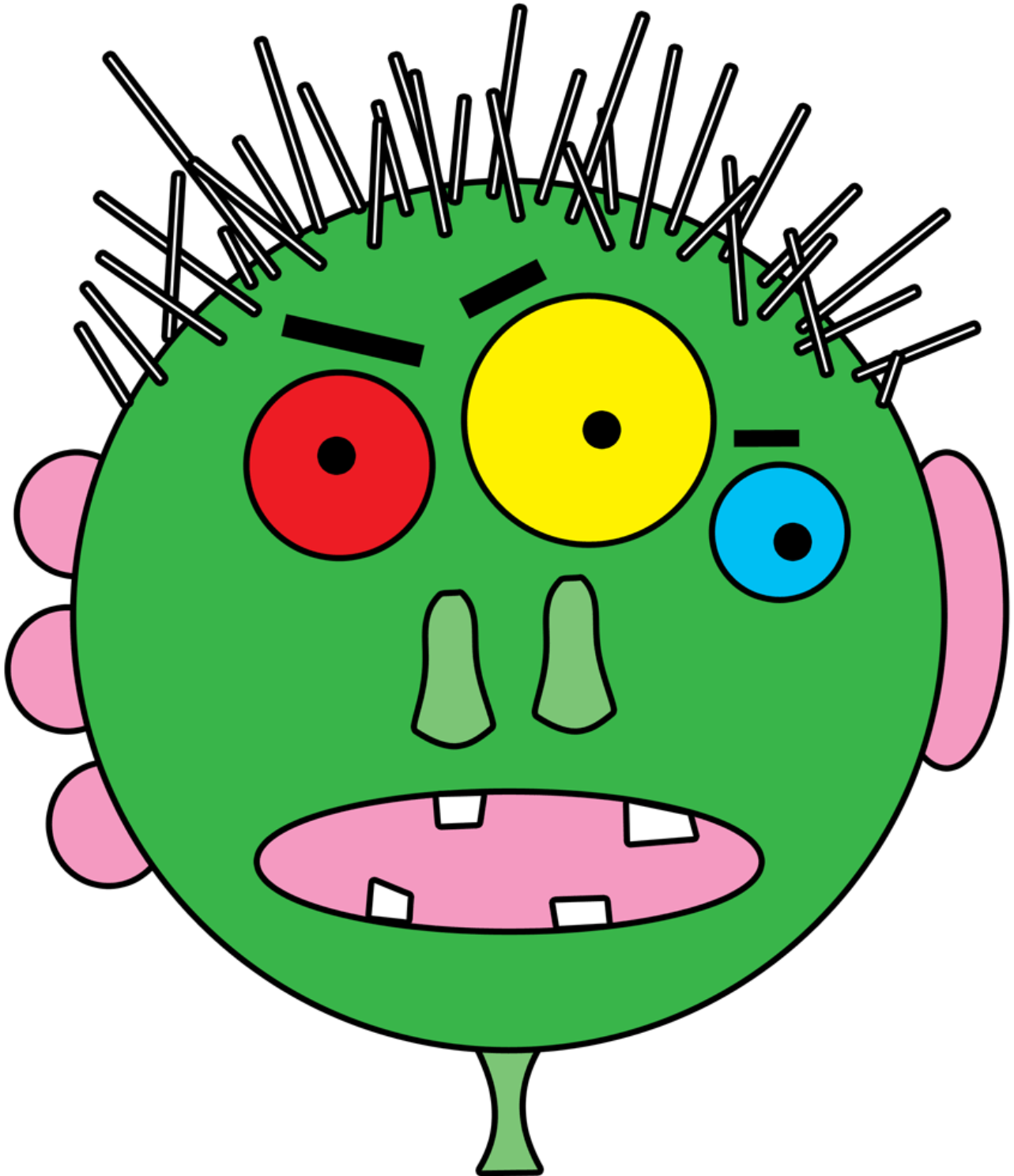
Example body part cards for "Where is it?"

Head	Ear	Mouth
Hair	Foot	Neck
Knee	Teeth	Mouth
Toe	Arm	Eye
Finger	Leg	Hand
Nose	Shoulder	Elbow
Stomach	Tail	Back

Lower level classes won't know some of these; just use the ones you wish to teach.

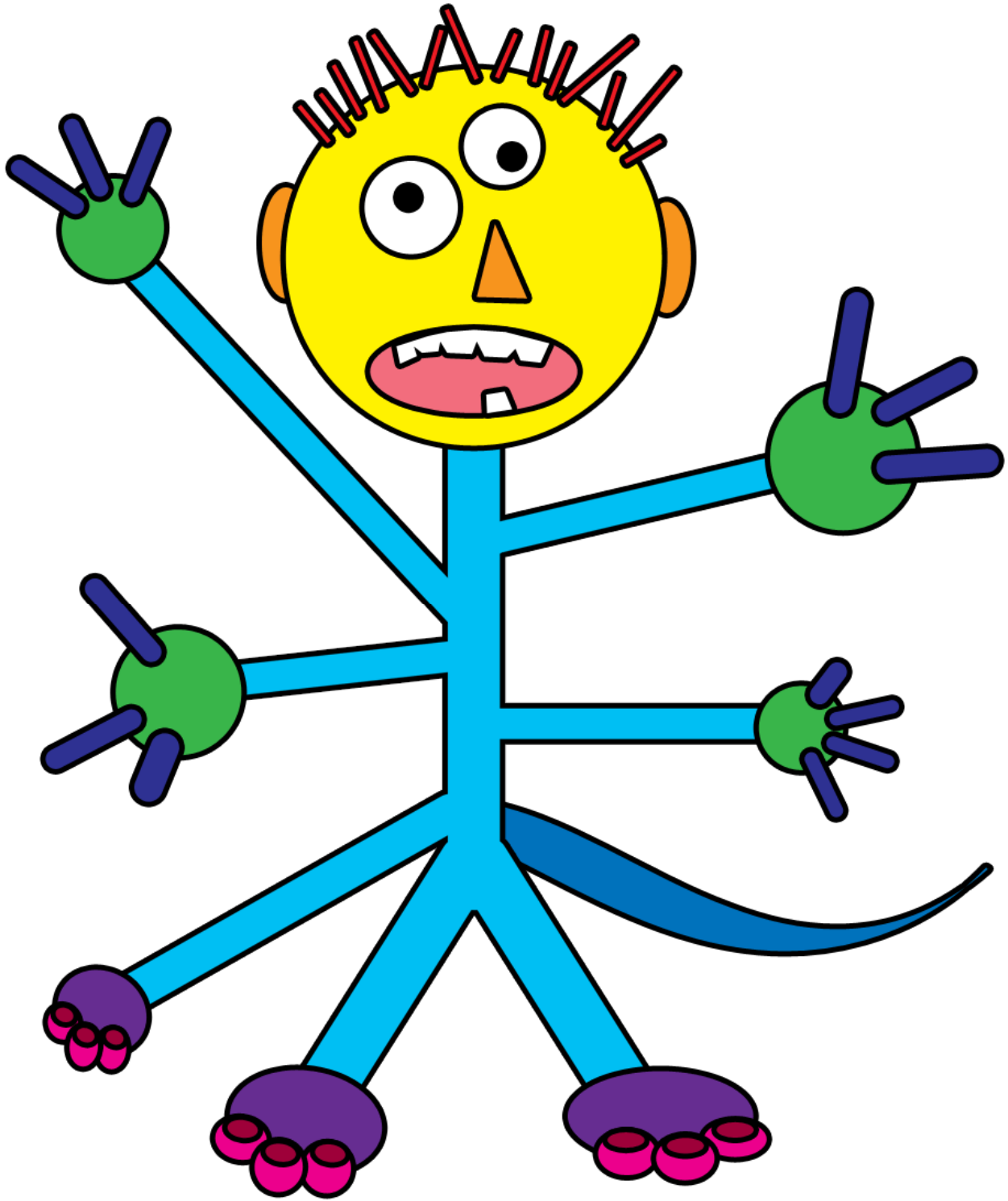


Example of Crazy Monster Face for
“Crazy Picture Listening Exercise”





Example of Crazy Monster for
“Crazy Picture Listening Exercise”





Letter cards for "Ordering the Weeks"

M	Y	A	E	U
R	E	U	D	U
S	D	Y	N	I
S	T	W	H	U
N	S	R	A	S
Y	F	O	D	A
T	Y	N	Y	Y
D	A	E	A	A
D	R	D	D	A
T	A	S	D	Y



Letter cards for "Ordering the Months"

A	Y	E	T	A
R	B	U	J	P
B	E	M	M	C
B	E	Y	J	L
R	A	N	N	Y
E	R	F	I	R
C	H	E	U	E
A	U	U	R	B
E	N	O	E	U
A	R	B	O	L
S	A	J	R	E
P	R	E	M	M
M	A	G	Y	E
S	O	R	C	V
T	T	D	U	



Example comparative cards for “Memory game (Fish)”

_____ er

more _____

young	younger	beautiful	more beautiful
ugly	uglier	expensive	more expensive
long	longer	interesting	more interesting
fast	faster	exciting	more exciting
cheap	cheaper	difficult	more difficult
tall	taller	famous	more famous
short	shorter	colorful	more colorful
thin	thinner	pleased	more pleased
slow	slower	tired	more tired
old	older	scared	more scared

Lower level classes won't know some of these; just use the ones you wish to teach.



Example past tense cards for “Memory game (Fish)”

Irregular Verbs

Regular Verbs

Go	Went	Open	Opened
See	Saw	Climb	Climbed
Buy	Bought	Walk	Walked
Have	Had	Play	Played
Sleep	Slept	Watch	Watched
Come	Came	Wash	Washed
Write	Wrote	Listen	Listened
Read	Read	Wave	Waved
Run	Ran	Smile	Smiled
Sing	Sung	Cook	Cooked
Is	Was	Kick	Kicked
Think	Thought	Close	Closed
Fly	Flew	Jump	Jumped
Swim	Swum	Wait	Waited
Eat	Ate	Pick	Picked
Drink	Drunk	Rest	Rested

Lower level classes won't know some of these; just use the ones you wish to teach.



Example cards for “I’d rather be a hammer than a saw!”

Easier Cards

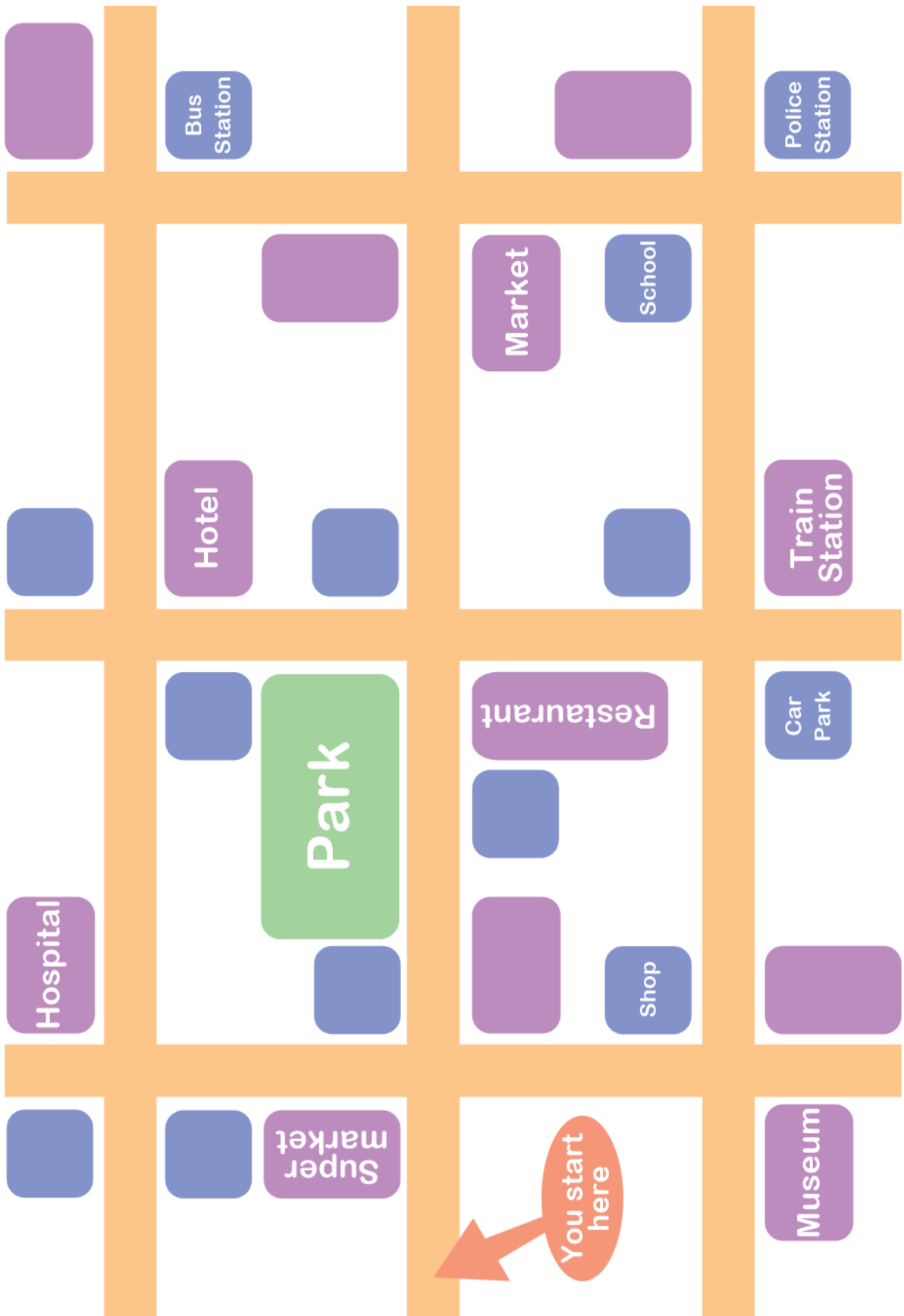
More Difficult Cards

Cat	Dog	Sun	Moon
Boy	Girl	Tired	Hungry
Teacher	Student	English	American
Tiger	Monkey	Clever	Attractive
Car	Train	Movie	Book
Apple	Banana	Movie star	Film star
Hat	Coat	Hammer	Saw
Pink	Blue	Elephant	Giraffe
Pen	Pencil	Rice	Noodles
Foot	Hand	Sweater	Shoes
Cold	Hot	Restaurant	School

Use the cards most suitable for the level of your class.

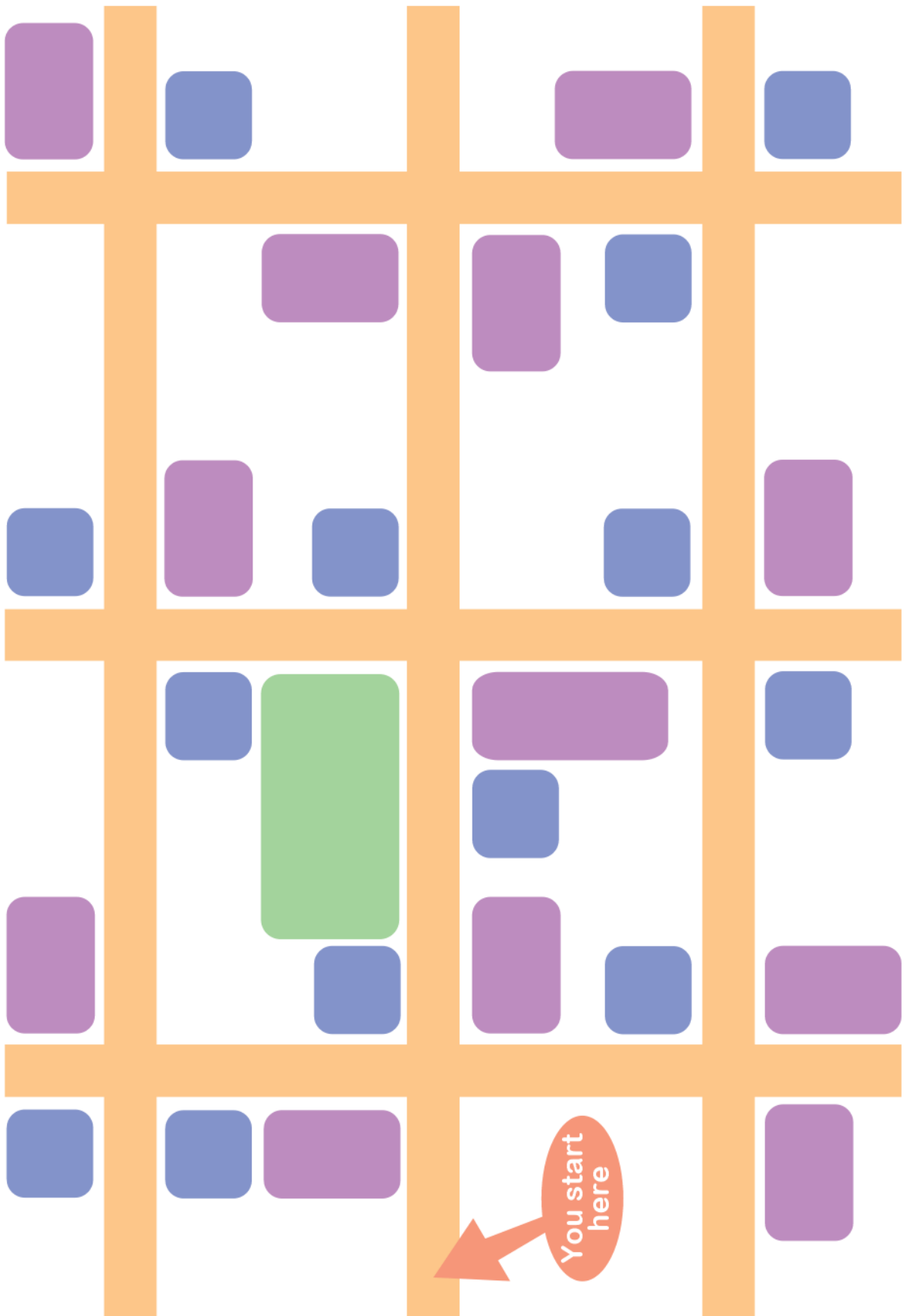


Example map with names for 'Map Race'





Example map without names for 'Map Race'



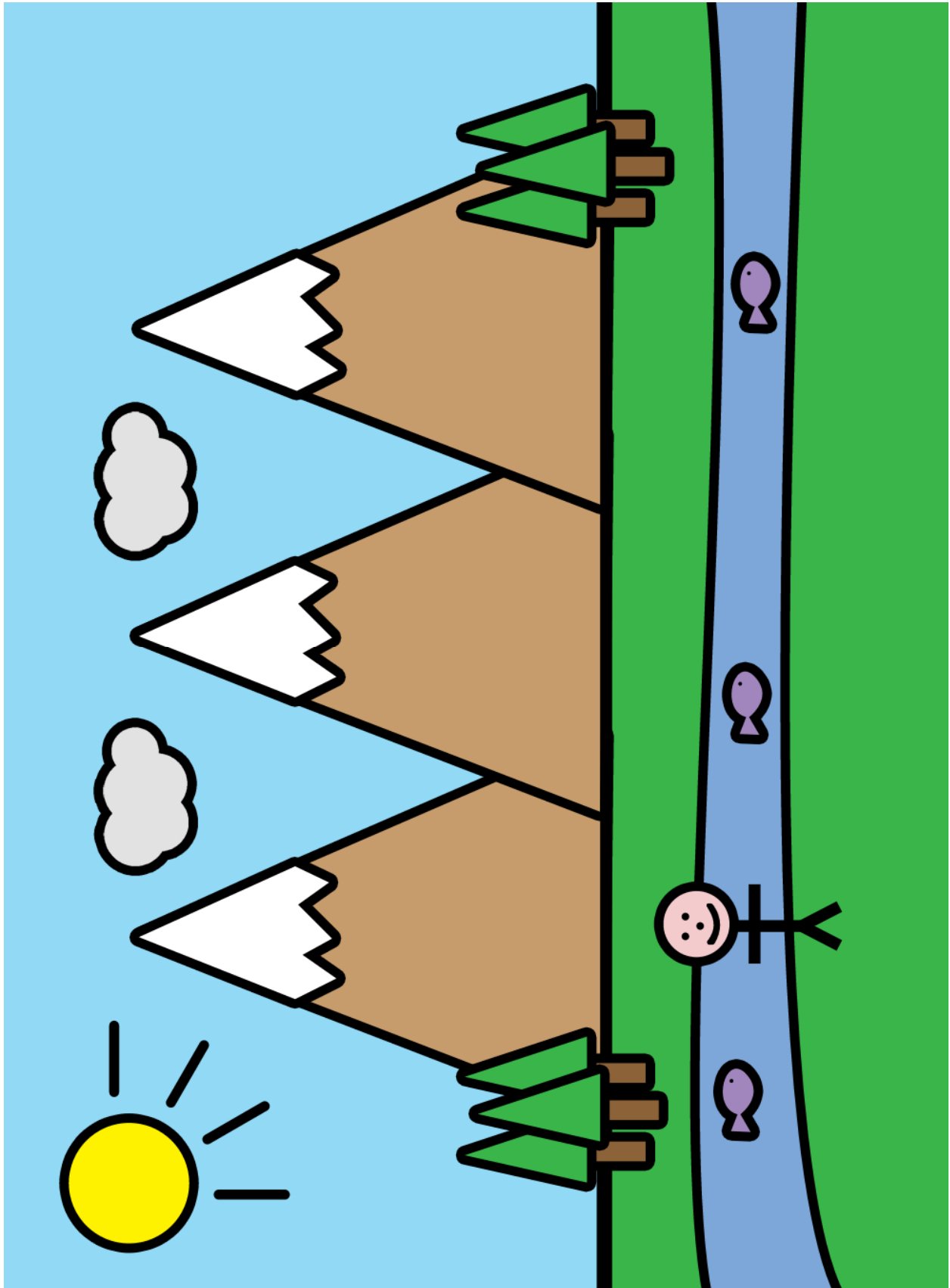


Example superstitions for 'Superstitions'

If your ears feel hot...	... someone is talking about you.
If you spill some salt you should...	...you should throw some over your left shoulder.
If you say good bye on a bridge...	...you will never see each other again.
Blow out the candles on a birthday cake in one blow...	...and you will have your wish.
If you break a mirror...	...you will have bad luck for 7 years.
If a black cat walks towards you...	...it will bring good luck.
If a black cat walks away from you...	...it will take your good luck away from you.
If you use the same pencil to take a test that you used for studying...	... the pencil will remember the answers.
If your right hand itches...	...you will be getting money soon.
If you find a four leaf clover in a field...	...you will have good luck.
When a cow lifts up it's tail for a long time...	... it's going to rain tomorrow.

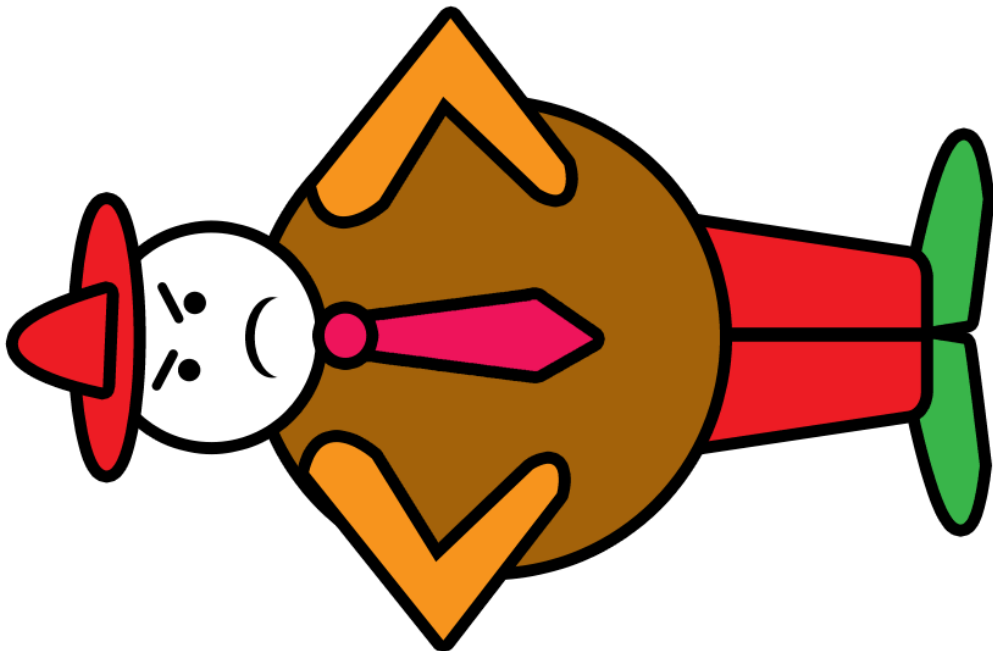
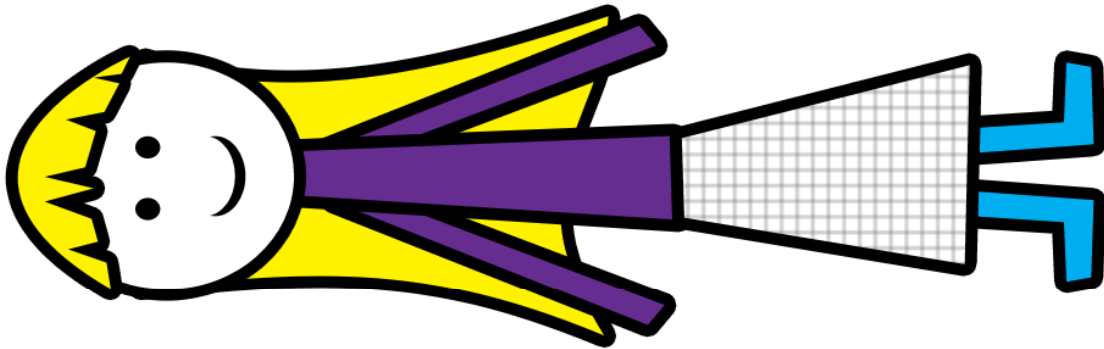
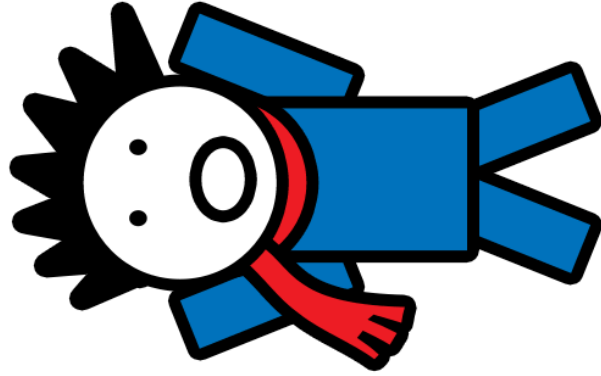


Example simple picture for 'Picture Dictation'



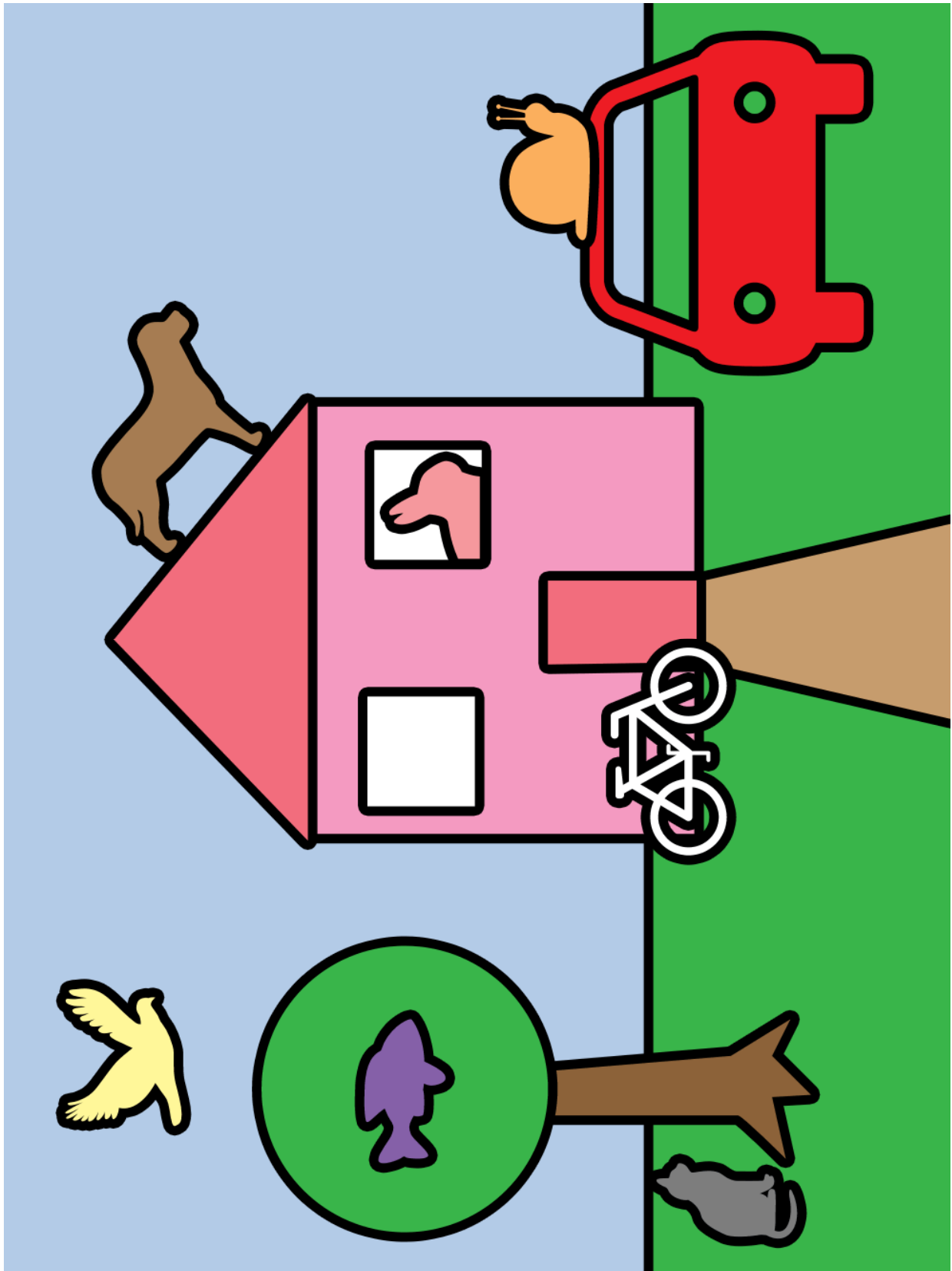


Example picture for 'Picture Dictation'
(Clothes/describing people)





Example picture for 'Picture Dictation'
(Low level prepositions)





Children's Songs (Lyrics: Old MacDonald and Head, Shoulders, Knees and Toes)

Old MacDonald

*Old MacDonald had a farm, E-I, E-I, O.
And on his farm he had a cow, E-I, E-I, O.
With a moo-moo here, and a moo-moo, there,
Here a moo, there a moo, everywhere a moo-moo.
Old MacDonald had a farm, E-I, E-I, O.*

Other Verses

*Dog ... bow-wow
Cat ... meow-meow
Duck ... quack-quack
Pig ... oink-oink*

Head, Shoulders, Knees and Toes

*Head and shoulders,
Knees and toes,
Knees and toes,
Knees and toes,
Head and shoulders,
Knees and toes,
Eyes, ears, mouth and nose*



Children's Songs (Lyrics: The Mulberry Bush and Ten Little Indians)

The Mulberry Bush

*Here we go round the mulberry bush,
the mullberry bush, the mullberry bush,
Here we go round the mullberry bush,
so early in the morning.*

Other verses

*This is the way we brush our teeth...
This is the way we eat our food...
This is the way we put our on clothes...
This is the way we comb our hair...
This is the way we write our names...*

Ten Little Indians.

*One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian braves.*

*Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian brave.*



Children's Songs (Lyrics: Teddy Bear)

Teddy Bear

Teddy bear, Teddy bear, Touch the ground

Teddy bear, Teddy bear, Turn around

Teddy bear, Teddy bear, Show your shoe

Teddy bear, Teddy bear, That will do

Teddy bear, Teddy bear, Run upstairs

Teddy bear, Teddy bear, Say your prayers

Teddy bear, Teddy bear, Blow out the light

Teddy bear, Teddy bear, Say good night



Example words for 'Paper Sentence Jumble' (simple past tense)

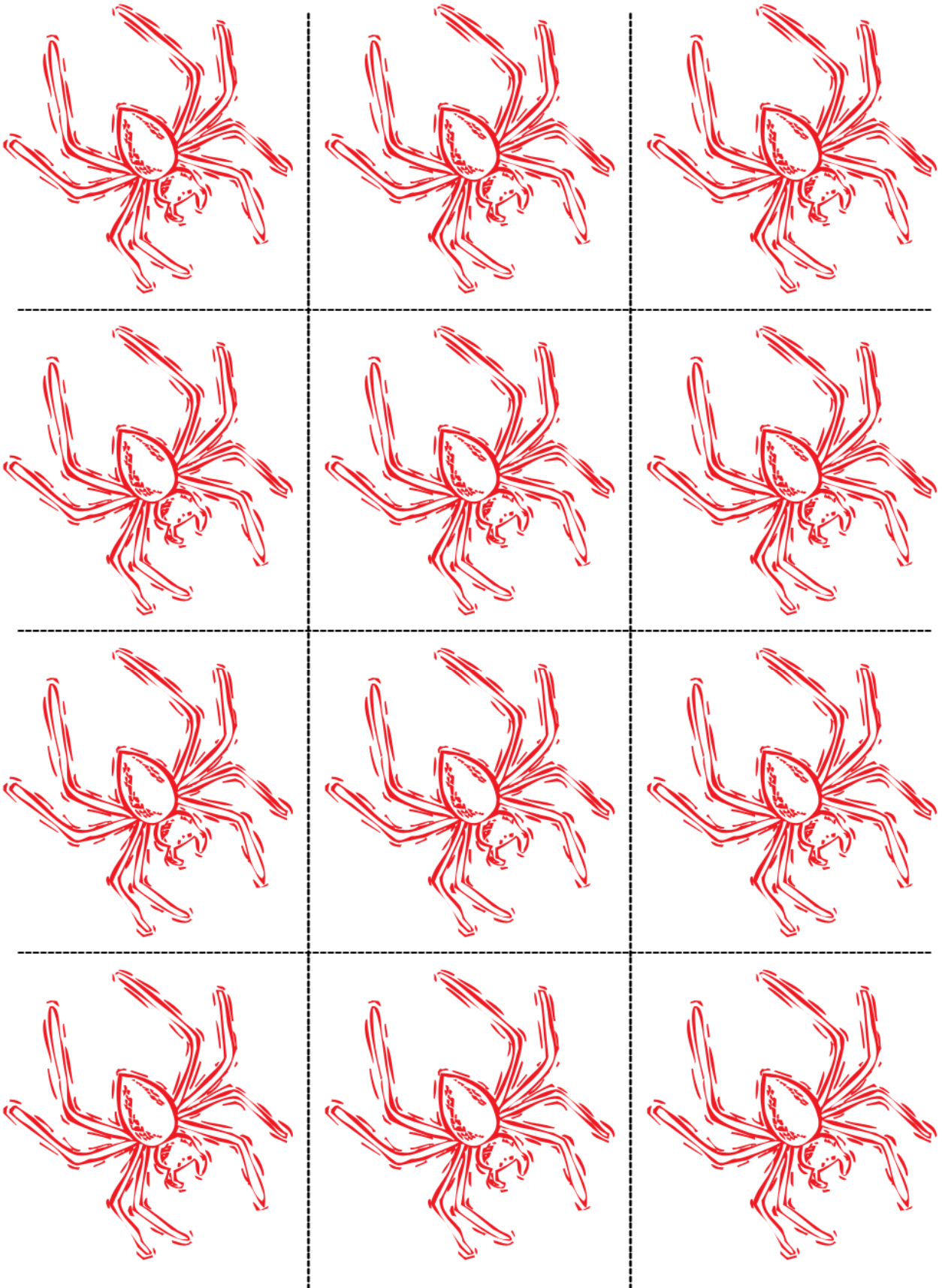
I	Saw	friday	a
he	went	yesterday	with
mom	my	on	orange
did	my	swimming	school
and	in	the	we
went	ate	to	park
juice	went	with	she
my	last	to	drank
noodles	bird	week	friends
and	some	homework	you

Example words for 'Paper Sentence Jumble' (going to...)

eat	rice	on	sing
the	going	she's	to
is	the	are	to
park	read	a	tomorrow
going	am	next	book
I	in	go	football
a	to	to	going
zoo	going	we	we're
week	song	to	play
to	going	monday	he



Spiders sheet for 'Spiders and Pandas'



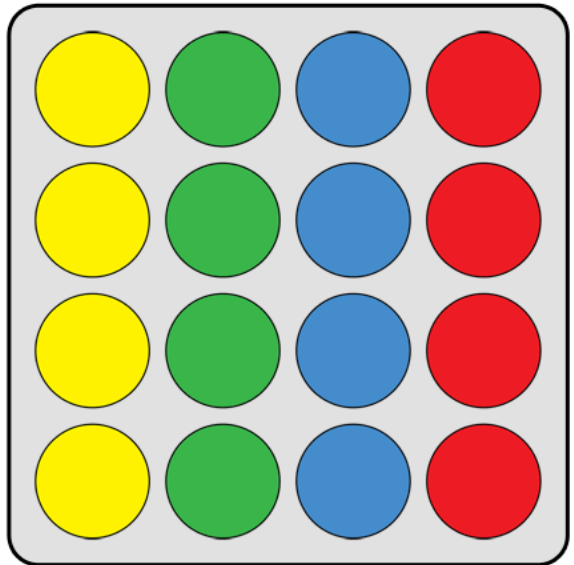
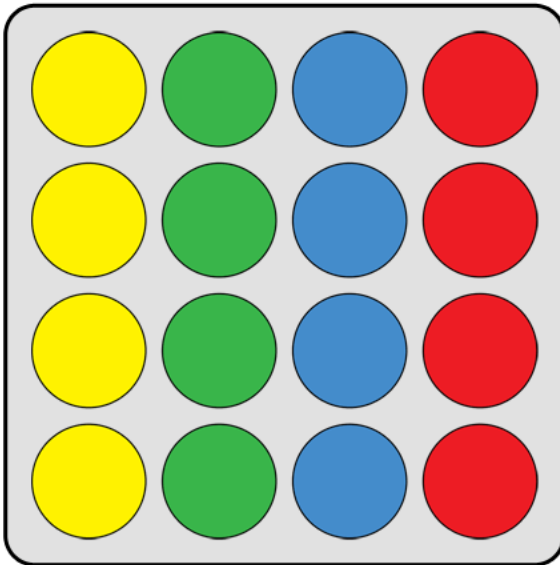
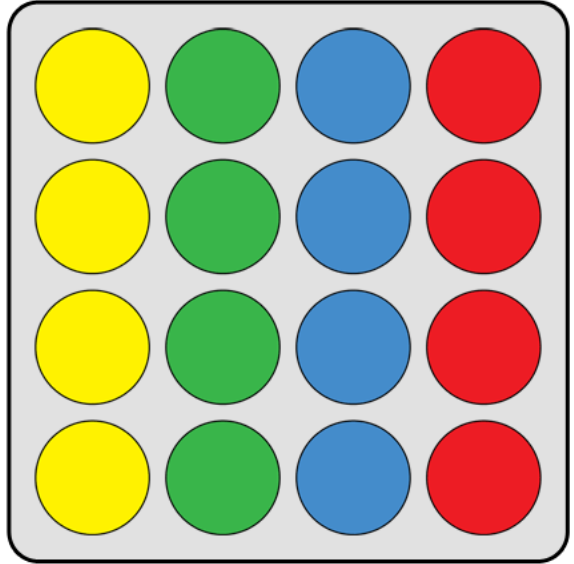
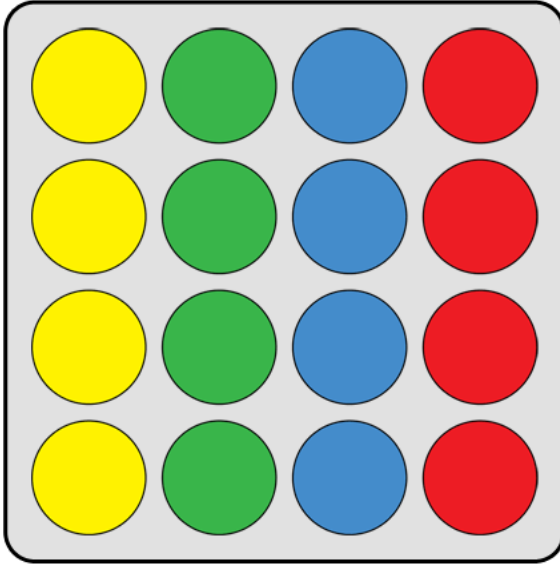


Pandas sheet for 'Spiders and Pandas'





Boards for 'Finger Twister'





Example 'Kings' sheet for higher level students

Spades (Describing things)

- Ace Describe your face.
King Describe your clothes.
Queen Describe your mother.
Jack Describe your father.
Ten Describe an apple.
Nine Describe your bedroom.
Eight Describe your best friend.
Seven Describe what you had for breakfast today.
Six Describe your English teacher.
Five Describe the difference between a dog and a cat.
Four Describe a pencil.
Three Describe your favorite hobby.
Two Describe this game.

Hearts (What questions)

- Ace What did you have for dinner last night?
King What did you have for lunch today?
Queen What is your favorite sport? Why?
Jack What did you do last night?
Ten what types of music do you like? Why?
Nine What is your favorite game? Why?
Eight What does your mother do?
Seven What does your father do?
Six What is your favorite lesson at school? Why?
Five What did you do last Sunday?
Four What is your favorite television program? Why?
Three What would you do if you could do anything in the world?
Two What is the one thing you would change about yourself?

Clubs (mixed questions)

- Ace What is your address in English?
King What time do you usually get up?
Queen Where did you go for your last holiday?
Jack Where were you born?
Ten Why are you studying English?
Nine Which do you prefer, summer or winter, and why?
Eight Which magazines do you like to read?
Seven How many hours do you usually sleep at night?
Six Do you like shopping? Why?
Five How often do you go to the cinema?
Four What was the last movie you saw?
Three Would you like to travel to other countries? Why?
Two How many friends have you got and who are they?

Diamonds (if clause)

- Ace If you could have a pet what would it be?
King If you had a million dollars what would you spend it on?
Queen If you could meet any person in the world who would it be and why?
Jack If you could change something about your school what would it be?
Ten If you had to live in another country which one would you choose?
Nine If you could do anything in the world what would you do?
Eight If you could speak three languages well, what would they be?
Seven If you were rich, what would you do?
Six If you had to spend a day alone at home, what would you do?
Five If everyone in the world suddenly disappeared, what would you do?
Four If you could choose how old you were, how old would you be and why?
Three If you could choose any meal you wanted, what would it be?
Two If you found \$100,000 what would you do?



Example Time Scramble cards for C4 level

Half past Seven	Six O'clock	Quarter to Five
Two O'clock	Quarter past Ten	Quarter past Nine
Quarter past Five	Half past Eleven	Five O'clock
Quarter past Twelve	Quarter to Six	Half past Nine
Half past Two	Nine O'clock	Quarter past Six
Quarter past Seven	Half past Six	Quarter to Seven



W W

E H

I D E

F R O M

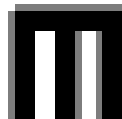
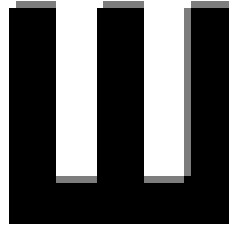
O U R S E

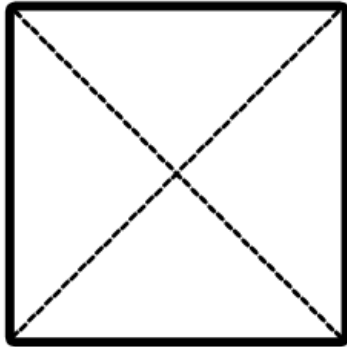
L V E S T H

E W A Y W E H

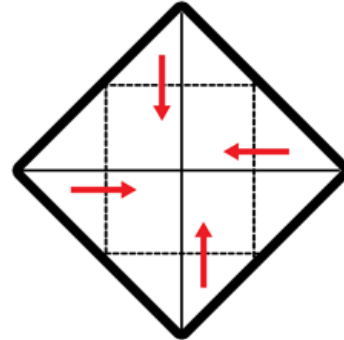
I D E F R O M E

A C H O T H E R

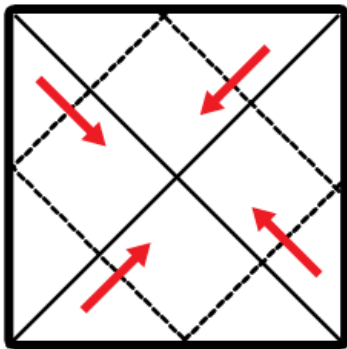




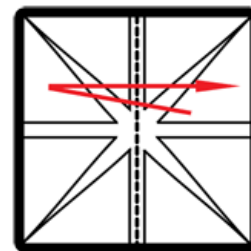
A. fold long the dotted lines and then unfold



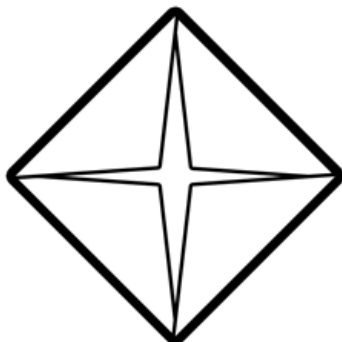
D. Again, fold the corners in to the center



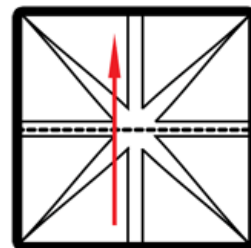
B. fold all four corners to the center



E. Fold the paper in half from side to side and then unfold it



C. Turn the paper over



F. Fold the paper in half again from top to bottom. Don't unfold.



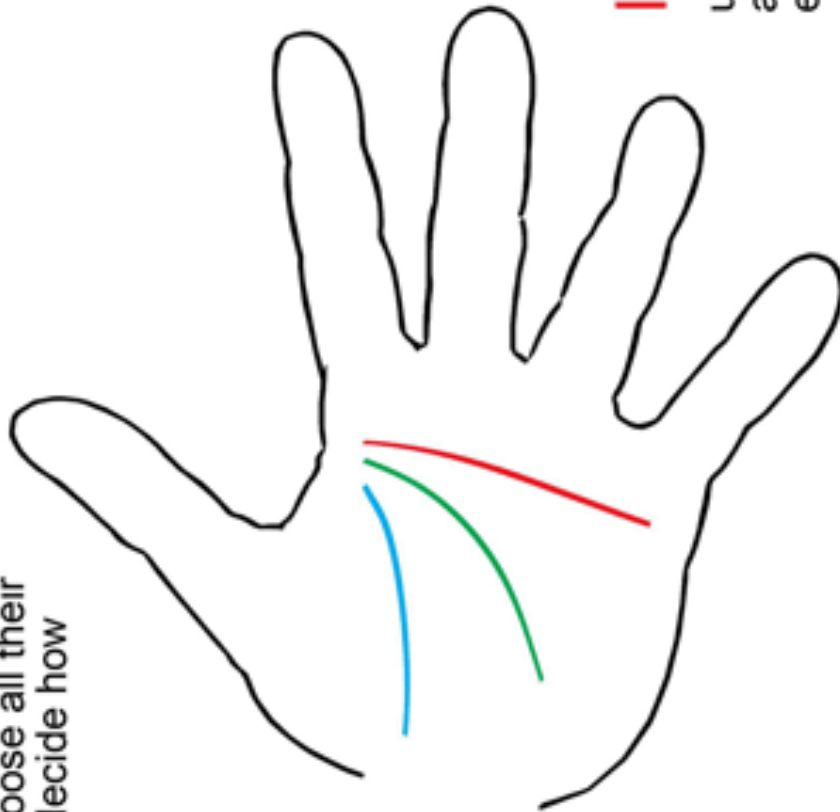
List of famous people that adult Chinese students should know

Name	English approximation	Reason for celebrity status
David Beckham	N/A	World famous British soccer player
Zhou Jie Lun	<i>Joe JeerLiwun</i>	Taiwanese singer, probably <i>the</i> most famous pop star in China
Yao Ming	<i>Yao Ming</i>	World famous NBA basketball sensation from China
Liu Xiang	<i>Leo See-ang</i>	Chinese Olympic hurdling gold medalist
Mickey Mouse	N/A	No explanation needed I hope
Zhao Ben Shan	<i>Jaow Ben Shan</i>	Famous Chinese comedian always on TV around spring festival
San Mao	<i>San Mao</i>	Very famous old Chinese comic book character
S.H.E	N/A	Taiwanese girl pop group, have been famous in mainland China for many years now
Li Jia Cheng	<i>Lee Ja Cheng</i>	Richest man in Asia
Teacher/Student	N/A	Choose a teacher or student everyone knows
Zhang zi yi		Chinese film star actress
Chen Long	<i>Chen Long</i>	Jackie Chan
Hu Jin Tao	<i>Who Jin Tao</i>	Current chairman of the people's republic
Liu De Hua	<i>Leo Der Hwa</i>	Hong kong singer and film mega star
Zhang Xue You	<i>Jang Suer Yo</i>	Hong kong singer mega star
Li Lian Jie	<i>Lee Lian Jeer</i>	Jet Lee
Zhang Yi Mou	<i>Jang E Mow</i>	Famous film director
Ge You	<i>Ger Yo</i>	Famous Chinese comedian
George Bush	N/A	No explanation needed I hope
Zhou xin chi	<i>Joe Sin Chair</i>	Famous film director
Da Shan	<i>Da Shan</i>	Canadian guy famous for speaking perfect Chinese



wealth line

if the line is thick then thin perhaps this means that they will be rich and then loose all their money, you can decide how



love line

some people have broken lines or multiple lines, you can have lots of fun deciding what this means

good

thick
long
deep
straight
unbroken

bad

thin
short
shallow
bent
broken

life line

use the line to predict what age people will live to
e.g. you will live to over 100



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