


1972

# Language Games

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*School for International Training*

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INDEPENDENT PROFESSIONAL PROJECT

on

LANGUAGE GAMES

SCHOOL FOR INTERNATIONAL TRAINING

Brattleboro, Vermont

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Date: August 31, 1972



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Lastly but not least I would like to thank Carlos Macztu, my classmate, for introducing the language games.

## INTRODUCTION

This book of games is designed for language teachers teaching English as a Second Language. Very often language teachers use only drills, substitutions and dialogues in the classroom and this creates monotony and boredom and discouragement in learning a language. I personally believe strongly in using games as a learning-medium in language learning. Games are fun and at the same time are one of the most important processes of learning; moreover, they are used for reinforcement of what has already been taught in the classroom.

It is a known fact that the use of visual aids in the teaching of languages helps to speed up the learning process. To this I must add that the use of gestures, objects and 'real' things is even worthier than just the use of pictures. M.H. Lee in her game book says: "A language is learnt through using it but through using it in situations. The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by actions and incidents, by pictures, by dramatization, by interesting stories spoken or in print, and not least by certain contests and games."

In spite of the contests, they are played in a very friendly fashion. A student usually puts his best foot forward, outdoing others, improving on himself and co-operating with his fellow classmates. There is a friendly competitive atmosphere. The competition is quite different from other competitions where one tries to knock the others down, instead this

is more of a supporting game.

On the whole, the idea of the games is 'play' and 'work'. What great difference is there between 'work' and 'play' when concentration is sharply focused and the learner's energies are stretched to the full? Take any game in this book, and one will see that it is both work and play. One good example is the scrabble game, it can be played in a classroom, out-door, in a party, etc, and yet at the same time one's concentration is absorbed fully in the game. One other example is the charades. Students have so much fun acting out the syllables and being guessed by the other group. In doing so, very often new words are being learned.

These games can be used for small as well as larger classes and no materials nor apparatus are required, except pencils and paper. They could be played in teams or in groups or individually. The groups ought to be matched as evenly in ability as possible. If they are unevenly distributed the more advanced group will always win the contests and may thereby discourage the other groups. A few advanced students when placed with some non-advanced will encourage them to better themselves. In winning the games or contests one does not have to score in the numerical aspects. Scoring comes in different ways:

1. A house or tower can be built up on the blackboard, piece by piece, one piece for every point, and the winner is the one who has the tallest or highest building.

2. A boat crossing the river inch by inch. The winner is the one who crosses the river first.

Most of the games which have been compiled are not too original. Some changes have been made based on my experience in Mexico, during my student teaching. Having used many games in language classes, one builds up a feeling for creating more games, and some of the games in this book are purely self-created.

Most of the games here are concerned with words: spelling, vocabulary and structure. They are carefully chosen not to confuse the students. Games in which disordered letters and jumbled words have to be put straight, games in which words are absurdly split up (Iti sno thelp fult ed ot his), games in which only a few can take part, games calling for a very large vocabulary such as only a native speaker will possess, are not found in this book. Students have enough confusion in learning a foreign language. Why inflict them with unnecessary hodgepodge?



## Spelling games

Spelling is as important as speaking and understanding. Because of this the teacher should put a great emphasis on the correct spellings. It is as frustrating to be unable to spell as to be unable to speak. An ability to spell somehow eases the communication, while erratic spelling may act as a barrier. An inability to spell may be looked upon, though no doubt with little justification, as a sign of illiteracy. This is often true when writing business letters, especially when writing an application for schools or jobs. Misspelt words tend to create some doubt on the part of the reader.

Learning to spell is like learning to speak one can't drill and drill nor exercise and exercise to ensure that spelling is mastered. For boredom will prevail if it is not presented in the form of games. Because of this games for spelling are designed.

There are varieties of spelling games such as: filling in the gaps - given the first and last letter of the word, e.g. F \_ \_ D = FOOD; B \_ \_ K = BOOK, or BEAK, or BARK etc.

living letters - given a set of letters such as O, T, M, R, E, H, students are to use these letters to form new words.

Anagrams - given them a set of words, such as, ACME, COD, MELON, etc. the students use exactly the same letters in the word and rearrange them to form a new word. The new words of the above three words are: CAME, DOC, LEMON, etc. Using games to challenge the students may be of great encouragement to their learning processes.

Vocabulary Games

The vocabulary games are designed for the students to improve on their word power. Using the right words at the right time for the right objects is a very crucial point in learning a language. Many of these games require either pictures or objects to be identified by the students. For example, in the treasure hunt game, students are each given a list of common and uncommon articles to be found. They are all hidden in plain sight so that they don't have to spend too much time searching. Samples of the articles are advisable to the teachers in case if they don't already know what they are looking for. New words are usually learned this way.

In some cases descriptions of particular things are given and they are to name them; very often they are names of a certain category (animal, fruit, flower, etc.). For example if the animal category is chosen and CAT is the word, the teacher gives a description of the cat and also gives them the first letter of the word. The following example will show you how it is done:

Teacher: C is the foe of the rat and the mouse.

or

Teacher: P is a big cat, and a real human hater.  
(P\_\_\_\_\_). etc.

## STRUCTURE GAMES

The structure games are designed for the students to use questions, answers, statements, and sentences correctly. When a question is asked, the student is to answer the question not only correctly but structurally correct.

A good example for structure practice is the GRAB BAG ANSWERS. Here, the students are to complete the questions starting with a given phrase like

"What would you do if \_\_\_\_\_?"

and they are to complete the answers with another given phrase like

"I would \_\_\_\_\_."

This kind of game forces the students to be aware of the structures and to know the correct structures.

SPELLING GAMES

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FILL IN THE BLANKS

Prepare a list of words with one or two letters missing. The students are to fill in the missing letters. He who makes the most correct words is the winner.

For Example:

Est--rtly	min-te	h--ght	knowl-dge
bel--vshle	ans-ar	liq--d	s-stem
m--sure	cit-es	ser-ice	sold--r
angr-ly	distan-e	spe-d	rec--ve

VARIETY

Also prepare a list of four-letter words giving only the first and last letter.

For Example:

B--k ; l--e ; s--h ; b--l ; c--p ; m--t, etc.

There are many correct words which can be formed with the above given letters.

Five-letter words may also be used giving second and fourth letters, or the first, third and fifth letter may be given, thus:

-i-i- (vivid); -n-e- (anger); etc.

h-p-y (happy); b-s-n (basin); q-i-k (quick); s-n-s (songs) etc.

DICTIONARY

The teacher prepares in advance a list of letters on cards or on the blackboard. Divide the students in either groups or individuals. They are to use the given letters to form as many words as possible.

E, R, D, G, F, O, T, L

Role, Note, Red, Dog, Dot, Doe, Dole, Get, Got, Golf, Gore, Gored,  
God, For, Fog, Frog, Flog, Foe, Fret, Or, Ore, To, Ted, Tore, Tole  
Tog, Leg, Log, Let, Led, Lori, Lode, Lore.

A, E, H, M, N, R, S, T, O

Arm, Ash, Arse, Amen, Ate, At, Eat, East, Ear, Earn, Home, Heart,  
Ham, Heat, Hot, Hoarse, Harm, Horse, Mon, Men, More, Mean, Most,  
Here, North, Near, Nest, Name, Heat, Storm, Steam, Sten, Shot,  
Shone, Stone, Star, Storm, Steam, Shore, Oat, Pot, Rote, Rat, Rate,  
Roe, Foam, Coast, Rest, Rome, Resm, etc.

It is a good idea for the teacher to prepare the words (all possible ones) before class. This way he can introduce new words to the students.

WORD SEARCH

This game is somewhat like the LIVING WORDS, except that the players are given sentences, proverbs and long words instead of letters chosen randomly.

The teacher selects a proverb such as "Look before you leap" or "A stitch in time saves nine" or any other proverbs. Within a stated time, the players must make as many words as possible from the given proverb. No letter may be used in a new word unless it appears in the original. Don't repeat letters.

Examples of long words are: COMMUNICATE, INDEPENDENCE, OMNIPOTENT, etc.

### SPELLING GAMES

This game is somewhat like that of the game called HANGMAN, except that the words do not necessarily belong to a category.

Divide the group into two teams. One team decides on a word and one of the members of that team goes up to the blackboard and puts the dashes which represent the number of letters of the chosen word.

For example, if the word is INTERESTING, he puts 11 dashes.

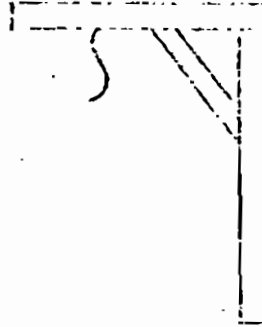
I     \_\_\_\_\_     E     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_     \_\_\_\_\_

Each player of the other team is to call a letter and the correct letter is placed in its proper place. Suppose the first player calls out the letter E, the player at the blackboard puts it in its proper dash. He who guesses the right letter gets another turn. If the word is completed before or by the time each member of the team has called out a letter, the team scores one. The next team decides on the second word and obviously the teams reverse their roles.



GAME

Give each player a sheet of paper and instruct him to draw a scaffold with a rope hanging from it.



A category or classification is chosen - names of ANIMALS, FLOWERS, BIRDS, etc. The teacher selects a word under the chosen category. The players have six chances to guess the word, by naming one letter at a time in rotation. Each player makes as many blanks on his paper as there are letters in the word.

If TREES were the category, and the word WALNUT, the game may proceed as follows:

1st player: Is there an A in the word?

Teacher: Yes, it is the second letter.

(the students then write A in the proper place

2nd student: Is there an E in it?

Teacher: No, draw your head on the rope.

3rd student: Is there a U in it?

Teacher: Yes, it is the fifth letter.

\_\_\_\_\_ A \_\_\_\_\_ U \_\_\_\_\_

## GAMES FOR LANGUAGE

The following is a plagiarism of other plagiarized materials. The games are divided into four categories: Structure, vocabulary, spelling and pronunciation, and miscellaneous. In many cases the games overlap categories and are subject to many creative adaptations of your own.

### I. Structure Games:

#### A. What would you do if...?

I would

Technique: Divide class in two parts. Have half the class write questions beginning with "what would you do if...?" Have the second half answer beginning with "I would...". Collect slips of paper and put them in two hats then have one student draw a slip from each hat. The results can be humorous.

Ex. What would you do if you were a teacher?

I would go out of my mind.

Variations: How...? By/with...

Why do you...? Because...

#### B. Romantic Story:

Technique: Each student takes one sheet of paper. Teacher reads or writes following instructions on black board.

1. Write an adjective which describes a girl
2. Write the name of a girl
3. Write an adjective which describes a man.
4. Write the name of a man.
5. Tell where they met.
6. Tell what she did.
7. Tell what he did.
8. Tell what she said.
9. Tell what he said.
10. Tell what everyone said about them.

After answering each question, student folds over the paper and hands it to the person on his right. At the end, the teacher reads the story and then the students read theirs.

Purpose: Work on the past tense.

#### C. Who am I? (Twenty questions):

Technique: One student thinks of a famous person and sits in the middle. Students in turn ask him questions which can be answered yes or no. If class guess the famous person before the twenty questions, they win... if not, the person in the middle wins.

Purpose: Yes/No questions.

#### D. Picture Game:

Technique: Divide the class into two groups. Give each group a picture and tell them to study it in detail. Then after several minutes, take the picture and tape it to the back of a chair so they can't see it. The group who hasn't seen the picture then asks questions about it to the group that has. A point goes to the team each time it gives a correct answer.

Purpose: Question formation and perception.

## E. Adjective Game:

Technique: Beginning with a one team describes Bill and the other team describes Bob using the opposite adjective.

Ex. Bill is able. -- Bob is awful.

Purpose: Work with adjectives.

## F. Going on a Trip:

Technique: First student says "When I go to France, I'm going to take a toothbrush." The second student says "When I go to France, I'm going to take a toothbrush and a comb."

Purpose: Can be used to practise a variety of structure.

Ex. "When I go... I'll take." "If I go... I'll take." "When my father goes...He'll take." Also can be used as a vocabulary builder.

## G. Charades:

Techniques: This can be used in the traditional way i.e. acting out names of books, plays, etc. when the class is advanced. For less advanced classes, teacher can prepare slips of paper with commands on them. One student takes a slip of paper and does the action. The other students ask him questions until they guess.

Ex. First student takes slip which says "Sit on your hands" If first one in class says "Are you sitting", the player "it" answers "No" until someone asks "Are you sitting on your hands?" Then the player who asks the right question takes a slip.

Purpose: Work on Imperatives and Present Progressive questions.

## H. Continual Story:

Technique: One student begins with a story; at any given moment, the teacher interrupts and the next person continues.

Purpose: Good place to use connectors i.e. but, however, nevertheless, because, etc.

Ex. First student: Once there was a girl. Teacher: However...

Second student: However she liked more like a boy.

Adaptation: If you have a close class, one person can choose to sit in the "chair of truth" where he is subject to answering very personal questions. The teacher can also interject connectors in this.

Ex. First student: Do you like to go out with boys?

Second Student: Yes, I do." Teacher: "But..."

Second Student: But sometimes they're nasty.

## I. Black Magic:

Technique: The teacher needs an accomplice for this magical game. She chooses one student to whom she explains outside the room how the game works. When the student is out she lets someone else choose an object in the classroom. Then, when he comes back in the teacher asks: Is it this \_\_\_? Is it that \_\_\_?

Purpose: Suspence and working of this and that. After the first time through, any student who's caught on can ask the question.

## II. Vocabulary:

### A. Pictures:

Technique: Place several pictures at various places in the room with

a letter underneath. Then when the teacher says "go", students write as many words (verbs, adjectives, nouns, etc.) as they can think of which describe something in the picture which begins with the letter poster under it. After sixty seconds, change to next. At the end the teacher then lists them all on the blackboard and students see who got the most.

Purpose: Vocabulary builder.

B. Odd words:

Technique: Teacher gives out a list or reads a list of four words one of which doesn't fit. Student has to tell why it doesn't fit.

Ex. Plate Glass Bread Fork

Student: Bread because you don't eat with it.

C. Riddles:

Technique: The first time the teacher reads a riddle and students guess. These can be very simple and used in an elementary class.

Ex. I'm square, have four legs but don't walk...You're a table.

After a while, students catch on and can write their own.

D. Anagrams (Word Scrabble)!

Technique: Give students a list of words to rearrange to make a proper word. More interesting if there's a time limit.

Ex. REBA - bear

E. Earth - Air - Fire - Water:

Technique: Teacher throws a bean-bag (or ball or any object) at a student and says one of the four things above, then starts counting quickly to ten. Before she reaches ten, student must answer with a creature that lives on Earth, flies in the air, or swims under water. If Fire is called, player must not say anything.

Purpose: Animal Vocabulary.

F. My Name Is \_\_\_\_\_ .:

Technique: Beginning with letter A, first student says: My name is Ann: I'm going to Arles and I'm taking a alarm clock. Second student does B.

Purpose: Vocabulary, but also working any particular structure.

G. This is My Foot:

Technique: The teacher puts her finger on her nose and says "This is my foot" The class player put his finger on his foot and say "This is my nose."

Purpose: Good for parts of the body.

H. Simon Says:

Technique: The "it" player gives commands. If the commands are preceded by Simon Says, the person "it" catches someone. The other person becomes it.

Purpose: This is good for vocabulary but also for Imperative structures.



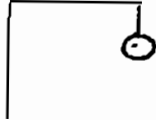
I. Game of Kim:

Technique: Put 15-20 objects on a table. If students don't know they can ask you what they are. Then cover up the objects and see how many the students can remember.

J. Hangman:

Technique: Student chooses a word and puts a dash for each letter in the word. Class then guesses letters. If the letter is in the word, the "it" person places it in the blank. If it isn't, they begin hanging the person.

Ex.



Purpose: Vocabulary and pronunciation of letters in the alphabet.

K. Structure:

Technique: See how quickly students can fill out the box.

Ex.

	T	I	N
NOUN	Tin		
ADJ.	Tan		
VERB	Take		
ADV.			Nicely

Important fundamentals of games-playing to keep in mind:

- A game should be fun for the student.
- Use games to review, synthesize, or solidify material already introduced.
- Directions should be clear and simple.
- Balance the competitive spirit of games with group and team work. One allows students of different strengths to help each other without rewarding only top students or embarrassing weaker ones.
- Play games often. Teachers should ideally have an arsenal of games that can be played by individuals, small groups and/or classroom groups.
- Be flexible. Commercial games can often be adapted to your particular class and often the actual game need not be purchased. Adapt them to work with a wide variety of structures, cultural concepts and language proficiency. Watch what students like to do with them; they are often able to create even better games with the same materials.
- Use games that need to involve only a small amount of reading, writing, etc. (e.g. matching) will provide settings for casual conversation, questions, exclamations, etc. If you insist on using only the target language

CLASS GAMES - Make your own - index cards or calling cards - a good device for individual situations, small groups and class contests.

A. COMPARISON

This game can be adapted to fit all levels. Excellent in areas of matching and/or expansion (antonyms, synonyms, homonyms, comparative words, equivalents, cover, related verb parts, etc.)

Materials: a set of cards with 15 to 20 pairs - good material for classroom use

To play, lay all the cards face down in any order on all five rows (1 to 5). The first player starts by turning over the first card and saying the word. If there is a match, he picks that up as a pair, says that is incorrect, etc. and the other player has to match it with a new card. If incorrect, he turns it back over and the other player has to match it with the other cards.

The object is to come back as fast as you can to your own card, trying to make sure that you will be able to match it with a new card. If you cannot match it, the player who has the most pairs wins.

Language variations: If time permits, have each person get two cards and try to find a match. Make game language practice, make use of the cards if you wish. If the word or structure is read and helps playing, it is better. If you wish, you can put both words in the same sentence for a match.

B. REVISION OF STRUCTURE

This game can be adapted to fit any level. Excellent for practice in reading and writing, antonyms, synonyms, related words, etc.

Materials: a set of cards with 15 to 20 pairs - good material for classroom use. The cards should be made up of a list of words, phrases, or sentences. The cards should be made up of a list of words, phrases, or sentences. The cards should be made up of a list of words, phrases, or sentences.

To play, lay all the cards face down in any order on all five rows (1 to 5). The first player starts by turning over the first card and saying the word. If there is a match, he picks that up as a pair, says that is incorrect, etc. and the other player has to match it with a new card. If incorrect, he turns it back over and the other player has to match it with the other cards.

The object is to come back as fast as you can to your own card, trying to make sure that you will be able to match it with a new card. If you cannot match it, the player who has the most pairs wins.

C. PUNC-WORD

Again, adaptable to many levels, this type game can also be changed by the kinds of material students draw from each pile and correlate. You'll need two piles of cards - about 15 in each pile. In this game, one pile has a type of punctuation on each card and a modal verb, an adverb, or a word requiring a difficult construction - like subjunctive. Another idea would be to have prefixes or suffixes in one pile, root words in another. Each player takes one card from each pile and must use them both in one sentence to keep the set (or score a point, etc.) (Ex. "I" and didn't could result in "Why didn't you go to the movies last night?" asked Tom, or any other sentence, short or long, so long as it's correct in the language.)

If the game seems to drag, an egg-timer can be employed as a limiting factor, everyone could draw their cards and think of something and then go ahead or one could draw and the first in the group to make a sentence gets the point. (The latter tends to hurt the slower thinking, shyer or careful student who needs a bit more time to come up with a really good sentence.)

This can easily be adapted for class use - the two items could be written on the board. Use rows as teams and start with the people sitting in the front seats. The first person to put together a correct sentence claps his hands as a signal. If right, his team scores the point. Play goes to the people in the second seat, etc.

D. WORD RUMMY

Played like regular rummy, you'll need a set of cards with letters - one per card, with greater distribution of vowels and important consonants. Players are dealt seven cards. Point systems are established that give greater weight to longer words (ie: 5 pts - 2 letter word, 10 pts. - 3 letter word, 25 pts. - 5 letter word, etc.) Whenever a player wants to, he can lay down a word in front of him, on his turn. Each turn, he must draw one letter-card and discard one letter-card. Going out, he owns 10 more points.

\* You may want to add an additional option - a player can play one or more letters on another person's word if it changes the meaning of the word. He might only earn half of the normal score for a longer word (ex. play + dis becomes display = 30 pts. Player earns 15 pts. for adding dis.)

E. WHO? WHAT? WHERE?

This game could use the same picture deck from game B, or perhaps a special set of pictures that relate to people, places and items from your target culture and language. It's very good for question and answer skills and culture.

This could probably best be played with a panel of three or four, but the contestants could rotate if played in a class. Each person begins with an arbitrary amount of money to "bet" with. On TV, the amount is \$50. (Teacher may or may not want to play with actual play money.)

A picture is displayed and players may bet any amount up to the total they have in one category - Who? What? or Where? (When? or Why? could be included as well.) The teacher then reads each one a question relating to the picture for the question they chose. (Ex. picture of Charles de Gaulle: Who is this French leader? What position did he hold in the government? What was his role in the war? What was his role in the Cold War? etc. Questions will depend on level and background of the students.)

If a student answers correctly, the amount of money he wagered is added to his total score; likewise, if wrong, it is subtracted. More difficult questions could be given double odds. The person or team with the highest amount of money or the first to go over a certain goal, wins.



## BOARD GAMES

## A. JEOPARDY

Excellent game for small groups, classroom. Good review of cultural information. Can check certain grammatical points as well. Gives specific practice in question formation.

You'll need sets of questions from a variety of categories- food, geography, sports, clothing, education, numbers, dates, history, etc. The actual Jeopardy board can be drawn on the board (see diagram below) or constructed from a heavy cardboard square. A commercial game is also on the market.

Begin play by writing the five categories on the board where all can see. (There can be four-six players or team work). There are five questions under each category ranging from easy (\$10) to difficult (\$50).

The first player begins by choosing a category and an amount ("Sports for \$10.") The host responds by reading an question: "It is a long smooth stick of wood used to hit the ball in baseball." The first player who can make a correct question indicates by clapping his hands (or clicking or snapping his fingers, etc.) "What is a bat?" If the player is correct, he wins \$10 and the right to choose the next category and amount. If he is wrong, another player may clap and then try. If he says, "A bat," indicate to him that he must make a question. Play continues until all the answers have been done. The game can either end there, or continue to a following game of DOUBLE-JEOPARDY where all the amounts double (\$20-\$100.) The winner is the one at the end of the game who has accumulated the most "money."

## B. SCRABBLE

This is a perennial favorite and can be obtained in foreign language versions- French, Spanish, German and even Russian! Can be set up in the back of the room and worked on by four people when their class work is done- or played during a game hour.

## C. MONOPOLY

This game, also available in foreign editions, is an old favorite but has certain drawbacks- mainly complexity and time. Make adaptations and the existing rules to permit a fast-paced game.

If time is available, it's possible to create a beautiful "Monopoly-like game" out of a map of a big city (Paris, Mexico City, Madrid or Montreal for example) in the target culture. Back it with a plastic tablecloth and cover with clear contact paper. Use realia from your personal trips to that country or researchable brochures. Imitating the original game, make cards with instructions to take a ride on the metro (with a real metro ticket glued on the card), buy a painting on the Seine near Notre Dame or "Attend a bullfight- lose the horns while watching - Ouf!" While following directions in the target language, they'll be having fun and taking in a lot of culture in an exciting and interesting context.

## D. CLUE

This familiar board game can be adapted from its English form and can provide fun and some interesting language possibilities as well. The board contains eight or nine colored squares. All we know is that in this house, a murder (or crime) was committed. There are six players, each with an identifying color (Red or Yellow) and six weapons. The crime was committed with one of these weapons by one of these people. Each of the six players is given a card on which to write the clues he will find out as a detective. This is a good way to review grammar and vocabulary and play starts by choosing a suspect and a weapon. The board is an oval loop in the center of

V. CRIME continued

The board, which records the crime and the object for each "detective" is to discover, by process of elimination, who did it, with what weapon and in what room.

The remaining cards are shuffled and dealt to each player. They secretly mark the cards they have received, knowing that those people, room and/or weapons would not be the "guilty" ones.

To move, players throw one die and move around the board, trying to enter rooms. When he enters a room, a player may state a question. He may say, "I suspect that the crime consisted of the crime with a revolver in the kitchen. I don't state the room that he is in only." or "I am going to the kitchen with the knife and pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?"

When a player enters a room, he may ask a question. He may say, "I suspect that the crime consisted of the crime with a revolver in the kitchen. I don't state the room that he is in only." or "I am going to the kitchen with the knife and pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?"

In a game, the player who enters a room and asks a question, he may say, "I suspect that the crime consisted of the crime with a revolver in the kitchen. I don't state the room that he is in only." or "I am going to the kitchen with the knife and pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?" or "I am going to the kitchen with the pipe. Do you have a revolver in that room?"

JEOPARDY

10	20	30	40	50
20	40	60	80	100
30	60	90	120	150
40	80	120	160	200
50	100	150	200	250
60	120	180	240	300
70	140	210	280	350
80	160	240	320	400
90	180	270	360	450
100	200	300	400	500

CRIME

10	20	30	40	50
20	40	60	80	100
30	60	90	120	150
40	80	120	160	200
50	100	150	200	250
60	120	180	240	300
70	140	210	280	350
80	160	240	320	400
90	180	270	360	450
100	200	300	400	500

PICTURE GAMES

A. "A PICTURE'S WORTH A THOUSAND WORDS!"

Get together a good set of fairly large pictures that depict the cultural settings, costumes, customs, situations you're trying to teach. Pictures showing lots of details, colors, feelings are especially good.

Depending on the size of your class, place pictures at stations around the room (i.e. five pictures for a class of thirty). By each picture place a large block letter. Divide the class into groups of four, five or six and choose a leader in each group. Each student takes a piece of paper and pencil with him, and the game starts with a group in front of each picture-station.

Instructions are that when the teacher says "Go!" each person writes down as many objects in that picture that he can think of that begin with the letter posted by the picture. (Feelings, names, colors, actions also.) At the end of two minutes, the teacher says "stop!" and then each group moves to the next picture in rotating fashion.

When every group has seen every picture, the game is over and groups collect to compile a list from each member's words. The leader of each group then reads the lists and the one with the most correct words is the winner. You can have winners for each picture as well as overall champs. Pictures can be used many times by simply changing the letters.

B. STICK FIGURE ACTIONS

Make a set of cards with simple stick figures doing a variety of actions. The cards are set face down in a deck in front of the group. (Any number can play; eight is a good maximum, however). The teacher starts a story with a sentence that perhaps introduces a character, a place, the beginning of a plot or a peculiar time. ("It was noon and John was eager to be on his way...") The next player draws a card with a certain stick figure. He must continue the story and somehow include this action. You can make the limitation that he add only one sentence, or you can let each person develop the story further, adding paragraphs, etc. Different introductions and a quick shuffle, make the game provide infinite varieties of situations and good language practice as well as imagination exercise.

C. TELL US MORE TO IS!

A person draws a picture and without showing it to the rest of the group or class describes what he sees, or what he thinks is happening or what the person must be feeling in that situation, etc. You can have just one describe or a group of people draw pictures. Then they are returned to the pile and shuffled and then displayed to the class. They must decide who described which picture.

D. WORDS

Have students pick out colorful, high interest pictures from magazines. On the back of the picture paste small pictures that will provide a grammatical puzzle (nouns, verbs, initial sound, animal parts, words to be put into a sentence, etc.). Make a booklet with a cardboard frame on the right-hand side of the page. On the left-hand side place four corners of the puzzle pieces can be reached and shifted together. (Puzzle pieces are cut into equal squares.) When the puzzle is matched, place the booklet tightly and turn it over. Place in your large picture. Students can make that for each other. It can be followed up by a writing assignment or story about the picture.

## BLOCK GAME

This is an exercise in communication as well as a game and you can learn a lot about yourself by playing it. Its immediate objectives are giving and following directions, listening, describing, asking questions, and it involves a growing awareness of clarity in communication and of teacher-learner roles and role-playing.

Directions: Two players are placed on opposite sides of a table with a screen between them, preventing either from seeing the other, but permitting conversation. On the table in front of each player are sets of blocks, each containing the same number and shaped blocks. One player is designated (or volunteers to be) the initiator and the other becomes the follower.

The initiator begins the problem by choosing a block to build a structure which will eventually include every block. He describes this block sufficiently so that he feels the follower has selected the same piece and placed it in the position he wants it to be. He wants the end result to be exactly equal on both sides. One by one, each piece is added to the total structure until every piece has been used.

The game is played three times, either with the same people or a different pair each time. (Ideally each successive pair doesn't see the preceding group and thus learn from them, but usually the class or group watches each of the previous matches and generally increases in efficiency by building on past references.)

The first time through, only the initiator speaks. The follower listens to his instructions and carries them out as best he can, but he can say nothing.

The second time, the initiator is allowed to ask questions which can be answered by the follower: saying "Yes" or "No". This allows the initiator some opportunity to know if the other is understanding (or thinks he is) if he is ready, if he wants it repeated or clarified, etc.)

The third time through, the follower may ask any questions he wants to, and free conversation may take place between the two.

Discussion after each game is crucial, bringing out observations by the class, as well as feelings of frustration, anger, accomplishment, etc. on the parts of the follower and the initiator. Discussion should eventually lead to parallels in teacher/student roles with opinions expressed on ways teachers and students could communicate more effectively to know if what is being taught is actually being learned, and if so, how.



1. THE GAME BOARD

The original spell and spell game consists of 12 to 15 cubes with a different letter on each of the 6 sides of the cube. The player places a cube on the table and spins the cube in the air. A 3rd cube then is set.

\* The possibility is to spin words only with the letters facing the end, in clockwise order, try to use all the letters.

\* Another is to have a partner write down each word that the player spins, enabling the player to recall words, words rhyming words, etc.

This game can be played individually or in small groups.

As a class, this is usually played involving a teacher or small group. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words.

For a challenge game, the teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words.

2. WORD MATCH

Along with the cube spin game, this game has words on each side. The player spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words.

\* This game can be used to make sentences of at least three words. He can place words in clockwise fashion to make key words.

\* A possible adaptation is to have the player write a sentence and then state the words in order, but not possible with the limitations of the cube. (ie: the girl that pretty, = the girl that pretty.)

3. WORD MATCH

This game is played by both a teacher and students to a board cube. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words. The teacher spins the cube and the class writes down the words.

## GAMES WITH OBJECTS

## A. MEMORY TRAY

Choose 20 interesting objects of fairly high interest and/or importance in the target culture. They should be fairly small and possible to describe with the students' vocabulary if they don't know the exact name.

All the objects are placed on a tray and covered with a towel until the group is ready to see them. First divide the large group into teams of three or four who will work together. Then remove the towel and give everyone 30 seconds to a minute- depending on difficulty.

Then, you recover the tray and give the teams two minutes to make a list of everything on the tray. Afterwards, go over the lists one by one with everyone watching and listening. You'll find out what words and descriptive ability your students have and you will have created a situation where the students want to know what you call these items in the language they're learning.

## B. WHERE IS IT?

Several students go outside the room while an object is hidden inside the classroom. The team outside plans a series of questions that will help them locate the object. Each person may ask three questions.

The outside group returns and each asks one of their questions, directed to a different student in the class. This continues until each person has asked three questions or the object has been located. The questions may be specific ("Is the object on the floor?") or more general (Does anyone have it in their desk? etc.) The teacher may want to save minor corrections until after the game, or practice types of questions with the entire class before beginning.

## C. NOTICEK

Everyone looks around the classroom and notices where specific objects are. Then someone or a few people go outside and some objects are moved, or two people switch places, etc. "It" returns and must guess what is different. "You crossed the blackboard." "No." "You closed that window." "Yes."

You may assign team points to the number of guesses, etc.

## D. TREASURE HUNT

The class is organized into several teams with five members on each team. Prior to the T.H., the teacher has hidden a number of objects (enough for one for each team at each station.) Each team is given an envelope with directions to find the first object, where there will also be a second clue. Depending on the level of your class, the clues can be simple or more complex. If you want, one team every two weeks (or so) could be assigned to make up and place the treasure hunt for the other three or four teams, thereby involving everyone in writing as well as reading.

## E. CATCH!

This game requires only a small rubber ball that can be gently tossed in the classroom. You can use it in many ways- Give a spelling word (especially the ones with silent letters or unusual endings). Toss a ball to a person who says the first letter and either passes it back to you or to another who supplies the next. When the word is completed, that person says the word and sends it back to the leader for the next. Must sit down.

You can also have them make a story. Give a sentence and pass it to another

VOCABULARY GAMES



CROSSWORD

Have each student draw on his paper a rectangle divided into a number of squares divisible by the number of players in the group. For example, if there are 10 players, there could be 20 or 30 squares.

Each student then calls a letter and all the students write the letter in one of the squares of their rectangles. The players take turns until all the squares have been filled. The object of the game is to make as many words as possible, spelling from left to right; right to left; top to bottom; bottom to top; and diagonally. The player with the most words win.

Example: (taken from an unskilled player)

T	O	P
E	R	A
A	R	T

left to right: top  
era  
art

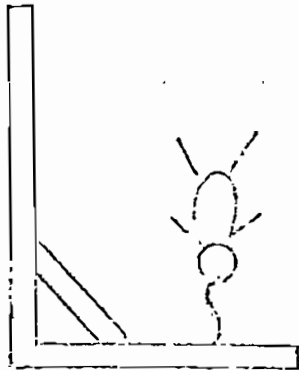
Right to left: pot  
are

Top to bottom: tea  
Pat

Bottom to top: tap

Total words: 8

The game may be played by one player at a time, sending him out as the Victim. The others decide on a word, and the game proceeds as above, with him asking all the questions, and supplying not to be changed.



In form on which the word is guessed. For wrong guesses, each player adds to the head, the legs, the two arms, and the two legs. The object of the game is not to be changed.

continued . . .

...and ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

10. ...

...and ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

11. ...

...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

12. ...

...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

13. ...

...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...  
...the ...

14. ...

15. ...

Scoring can make or break a game and the age, level and sophistication of your students will largely determine what they find fun, challenging and good. Scoring should aim to enhance teamwork and get individuals striving to help their team excel.

Some people favor keeping the same teams for a long period - a month or even a year. Others prefer new teams for every game. The latter is more time-consuming and develops less team spirit, but may be a good idea if teams are unbalanced or too competitive.

Handed scoring is often fun - particularly for 7-9th graders. You can start with figures, with each correct team member adding one part and making them as numerous as can be. Likewise, a correct point for team A can add one part of a hangman to team B. In the future to complete, that team loses.

Scoring tables can be kept, with week-end opportunities to earn "bonuses" on Friday afternoon. A desirable goal - a French party - a picnic etc. can accompany the scoreboard and give incentive.

A visual aid like a football field with little movable figures representing teams or individuals focus attention on correct and incorrect responses - choose a popular sport in the target culture and have regular classroom games.

Scoring could be more visually oriented by dropping small objects in large glass jars - like M and N's or similar words or numbers - and matching the points given. You could use the jars for guessing games ("How many do you think are in jar X's jar?" and competitors "This jar is heavier than that jar.")

Play money can be used for the TV-based games - Jeopardy, etc. If you can get or make play money in the target currency (pennies, dimes, etc.) you'll add interest and create another fun learning situation.

Play games don't actually need scores - Jeopardy, the correct question takes the place of "hit" or the person who makes a mistake following a command must sit down, etc. There are also fun and have more personal motivation.

QUESTION-ANSWER GAMES

A. ALIBI

A crime has been committed. (Bank robbery, murder, assault, you name it!) Two persons are "accused" and sent outside the classroom to create an alibi in the target language of course. They are to discuss every detail of that they had done, where they were, etc. the day of the crime.

After five minutes, one "guilty party" is brought in alone to face the jury. During the five minutes, the teacher has been posing questions for the class. Each student may ask one question; listening carefully to the information given and trying to pin down exact details. Then the second person is brought in and again grilled. The class has to find points of difference in order to prove their guilty. If their alibi are sound throughout, the accused are proven innocent and "win."

B. BLOOF OR CORNER POT or TEMPT

This popular game has many titles but the object is the same. One person is sent from the room and the class decides on a noun or verb that is to be guessed.

The "bleef" returns and asks specific questions, repeating the word or noun with the word "bleef" (or "cornerpot," etc.) (E.g. Do you bleed every day? or is a cornerpot larger than an elephant? etc.) (questions must be answered with Yes or No.

You may get a lead on the number of questions or note your points with more to fewer questions, etc.

C. WHAT AM I DOING? (IS HE/SHE)

Students may draw a card with an action to mime or choose one and tell the leader what he intends to do. If you have two or four teams, the first to correctly decide and state the answer to "what am I doing?" wins.

D. NOW, WHEN, WHERE, WHAT

"It" thinks of an object and the others direct questions beginning with those four question words (ie: where can we buy it? when would I use it? how is it made? why do people like it? etc.) Especially suitable for intermediate and advanced classes, but good practice of question form.

E. SOMEONE SAYS

This is practice for indirect speech in groups no larger than six. Start with an object. Charles passes it to Harry who asks, "What's this?" Charles answers, "It's my pen." Harry gives the pen to Pete, who says, "That's Peter's Harry says, "Charles says it's his pen." When Carol asks for, he will respond, "Harry says that Charles says it's his pen."

Change the object and go in the opposite direction.

\*This technique, like mine, requires concentration and whenever a mistake is made, the cycle should immediately start over with the next person. This helps them the motivation for everyone to get the pattern right.

F. DO IT QUICK

6 players are chosen to stand in front of the class. Each student in the class thinks of a command to do a simple action. When all are ready, the first student begins with his action. "This is the first student in the first student to do a command to do a simple action. When all are ready, 6 players are chosen to stand in front of the class. Each student in the class thinks of a command to do a simple action. When all are ready, the first student begins with his action.

WORD LETTER GAME

The players are seated in a circle. The first player thinks of a word, announces its first letter. The second player, thinking of the same word or another starting with the same letter and adds a second letter. The third does the same and adds a third letter. The game goes on around the circle. When a player completes a word of four or more letters, any other player may call "That is a word" and the player receives one mark or gets the opportunity to start. The teacher must be alert and challenge the players.

For example:

1st player thinks of the word : SNOW  
and says : S

2nd player : E  
(obviously not the same word)

3rd player : A

(At this point some one in the group has to realize that it is a word, if he does not, the teacher must stop furthering the process.)



continued . . . LIVING AMBIGUOUS

---

Deq	(God)	Tem	(mat)
wed	(dew)	step	(pets)
veil	(live)	sent	(tens)
spar	(resp)	steam	(meats)
teach	(chest)	beard	(bread)
dramas	(madrac)	tureen	(neuter)
loiter	(toiler)	erring	(ringer)
paired	(disper)	souring	(rousing)
cheater	(teacher)	bolster	(lobster)

Some of these words may not be known by the students at all and it is the teacher's responsibility to allow them to learn in the most ideal situation.



STRUCTURE GAMES

WHAT IS WRONG ?

Use the anagrams shown on the previous page to make wrong sentences like the following, and let the students correct them.

1. The rats shone brightly in the sky.  
The star shone brightly in the sky.
2. Betty likes salon in her tea.  
Betty likes lunch in her tea.
3. The nations of the world are united in their fight for peace.  
The nations of the world are united in their fight for peace.
4. Why don't you enlist to what the teacher says?  
Why don't you listen to what the teacher says?
5. The students listen carefully to the teacher's sword.  
words.
6. The sun moves around the heart.  
earth.
7. The man was riding a fast shore.  
horse.
8. Soldiers must learn to charm.  
march.
9. The panel landed smoothly on the airfield.  
plane
10. There were flowers on the poles of the hill.  
slope

The object of the above game is to rearrange the letters of each wrong word.

### LEARNING CAT MONIES

The teacher should in advance prepare or cut out pictures of different categories, such as: ANIMALS, FRUITS, VEGETABLES, FLOWERS, etc. from magazines. If the ANIMAL category is chosen, provide each student with a picture of an animal. The first player goes to the blackboard and writes down the name of the animal whose picture is on the clip and props the picture against the chalk board so that others may see what the animal is. Number the pictures for easier handling. After all the names of the animals have been written on the board, the teacher should repeat them with the students by the help of the pictures. Show the picture and then say the word. This type of visual aid helps them to register the names of different categories.

## DEAF AND DUMB SPELLING

This game may at first seem very confusing, but once the students get the feeling of the system, they may find it very challenging.

The students sit in a circle and the teacher points to one of them to spell the word which he utters. The vowels are dumb and are indicated only by hand gestures.

The following are the signs of dumb vowels:

- A --- Raises one's right hand
- E --- Raises one's left hand
- I --- Points to one of his eyes
- O --- Points to his open mouth
- U --- Points to the teacher

Thus if the teacher says the word MINUTE

The player :        says M  
                      points to an eye  
                      says N  
                      points to the teacher  
                      says T  
                      raises his left hand

This game may at first confuse, as I mentioned above, but with a little practice they will learn to like it and will be able to do it smoothly.

continued . . . HOMOPHONES AND HOMONYMS

Examples of homophones:

WEEK --- Teacher: "I go to swim every week."

WEAK --- Student: "My dog is sick, therefore he is weak."

Other homophones:

bear, bare

dun, done

none, nun

beat, beet

eye, I

nose, knows

bored, board

four, for, fore

passed, past

break, brake

great, grate

peace, piece

buy, by

here, hear

red, read

core, corps

weigh, way

sign, sine

dam, damn

new, knew

sun, son

doe, dough

no, know

sea, see

threw, through

to, two, too

LENTIK ANAGRAMS

This game can be played either individually or in teams. The teacher in advance should prepare a list of words which can be rearranged without adding or taking away any of the letters from the original words. Give the students a limited time in which to rearrange each word in the list to form a second word. The person or group that gets the most words correct is the winner.

Example:

acne	(came)	dare	(read)
cheap	(peach)	earth	(heart)
enlarge	(general)	aman	(name)
horse	(shore)	lamp	(palm)
least	(tales, steel)	lines	(smile)
lump	(plum)	nerve	(never)
wasp	(paws)	post	(spot, stop, pots)
sleet	(steel)	tinsel	(silent)
asleep	(please, elapse)	untied	(united)
charm	(march)	dale	(deal, lead)
disease	(seaside)	east	(teas, eats)
enlist	(listen)	flow	(wolf)
sword	(words)	forest	(softer)
lane	(nale)	leap	(peal)
lemon	(melon)	low	(owl)
therein	(nother)	panel	(plane)
petal	(plate)	state	(taste)

### PLAYING STORE

The teacher prepares before class a set of cards with the letters of the alphabet on them. The students decide upon a kind of store, such as: DEPARTMENT, GROCERY or HARDWARE. As the teacher shows the letters in turn, the student is to say something beginning with the letter shown which can be bought in the store decided upon.

Thus if DEPARTMENT store is decided upon, then the letter C will suggest an item found in the store, such as, CULTIVATOR or CARPET, etc. If the letter L is drawn, then the student is to call out an item which starts with the letter, such as, LAWN MOWER.

WORDS FROM PICTURES

The teacher needs five or more pictures cut from magazines. Pictures should show a great number of things. Mark the pictures A, B, C, etc.

Divide the group into several teams consisting of five to six persons for each team. Assign each team to a picture on the wall so that all the other teams can see them.

The purpose of the game is to ask each team to write down as many items as there are on the picture starting with A through Z. The team which has the most correct answers wins.

It is recommended that the teacher look the pictures over and write down as many articles as there are in the pictures beginning with the letters A through Z. This way he will be able to teach the student's new vocabulary without struggling over the pictures looking for objects to name.



continued . . . TEAKETTLE

Other examples:

BREAK, BRAKE

SEM, SOW

BEAR, BARE

LEEK, LEAK

TEAR, TARE

BREAK, BRAKE

--- Sentence:

"If I stepped on the brake of my car too strongly I'd break the brake."

Pronounced:

"If I stepped on the teakettle of my car too strongly, I'd teakettle the teakettle."

BEAR, BARE

--- Sentence:

"The bear is walking bare-footed."

Pronounced:

"The teakettle is walking teakettle-footed."

etc.

LEXICONS AND HOMOPHONES

The teacher should prepare in advance a list of homonyms and homophones in a 5 x 5" cards. He pulls out a card and says a sentence using either the homonym or homophone to the students in rotation and they should give another sentence in which they use the pair to the homonym or homophone used by the teacher.

For example:

POOL	Teacher: "The swimming pool is dirty"
	Student: "My father loves to play pool."
COOK	Teacher: "I can cook Chinese food."
	Student: "The cook in Z restaurant is my father."
LEFT	Teacher: "He left for Boston early yesterday."
	Student: "My left hand is broken."

Other homonyms:

FALL	WELL	ORANGE
KID	REST	
MINE	TIE	

TEACHERS NOTE

Before the students arrive in the classroom, 20 or 25 articles should be arranged in plain sight in different places. Objects should not be arranged in places where one would expect to find them. For example, <sup>a</sup>they should not be placed in a key-hole, etc. Scotch tape may be useful in playing this kind of game. With a little imagination, the objects can be cleverly "hidden" in plain sight.

Prepare a list of the objects, leaving a space for writing beside each item. The list may include: a safety pin, a tape measure, a toothpick, a piece of yarn, a spool of thread, a gummed reinforcement, a sponge, a hairpin, etc.

It is a good idea to keep samples of the objects on hand in case the students do not know what they are looking for. In this way, the names of unfamiliar items will be learned.

Hand each student a list and ask him to write down on the space where he locates the object. He who completes the list correctly is the winner. The teacher should now go over all the items and show the students where each is.

Example on next page. . .

TEAKETTLE

This game is based upon HOMOPHONES, i.e., words which have the same sound or pronunciation, but different meanings and spellings.

This game is more meaningful when it is done in groups of three or four students. The teacher should prepare before class a set of cards on which a pair of homophone words are written. Provide each group with such a card and ask them to make a sentence or sentences with the words provided. Instead of using the given words, the group may use the word TEAKETTLE.

For example:

BOARD, BORED

The group gets the above card. The sentence may go as follows:

"If I went to board with Mrs. Smith, I would be dreadfully bored by her guests, and could never stand that ugly board floor in the dining room."

The leader of the group may then say:

"If I went to teakettle with Mrs. Smith, I would be dreadfully teakettled by her guests, and could never stand that ugly tea-kettle floor in the dining room."

The other groups are given about two minutes in which to guess the words. The group which guesses the words wins.



GAME: AIR, FIRE, WATER

Students are seated in a circle. The teacher throws a handkerchief in the lap of any one, saying "EARTH", or "AIR", or "WATER", or "FIRE", and starts counting 10. The player who receives the handkerchief must name a creature that runs on earth, or flies in the air, or swims in water, or remains silent when the leader says "TIE".

For Example:

Teacher: Earth (counts to 10)

Player: Fox

Teacher: Fire

Player: - (remains silent)

Teacher: Water

Player: shark

etc.

No creature once named can be named again.



TREASURE HUNT

1. A long hairpin \_\_\_\_\_.
2. A nail file \_\_\_\_\_.
3. A piece of sugarless gum \_\_\_\_\_.
4. A key \_\_\_\_\_.
5. A small light bulb \_\_\_\_\_.
6. A long sewing needle \_\_\_\_\_.
7. A piece of blue thread \_\_\_\_\_.
8. A red thumb tack \_\_\_\_\_.
9. An "Origami" \_\_\_\_\_.
10. A bar of soap \_\_\_\_\_.

The exercise above is for the students to use the prepositions in situations. They see the objects located in different places and have the "feel" or "sense" of location whether the object is on, under, in, or hanging from, etc.





RHYMED ALPHABET

This game is designed for very advanced students.

Provide each student with the following copy of a rhymed alphabet on a given category. In this case it is an animal. The teacher gives the description of an animal alphabetically starting with A through Z. The students are to give the names of the animals starting with the letters given by the teacher.

For example:

Teacher: A lives on ants as a regular diet.

Student : Anteater or Aardvark  
(the student has to name an animal that eats ants, starting with the letter A)

Teacher: B is an ape who will rarely keep quiet.

Student: Baboon.

The following is a list of rhymed alphabet.

- C is the foe of the rat and the mouse. (CAT)
- D is the guardian guarding the house. (DOG)
- E is the hugest land animal known. (ELEPHANT)
- F is a wolf-cousin hunting alone. (FOX)
- G is a thing we wish no one to get. (GOAT)
- H has a laugh you can hear ringing yet. (HYENA)
- I is a wild goat that leaps in its glee. (IBEX)
- J follows lion continually. (JACIAL)
- K keeps its young in the recesses of homes. (KANGAROO)
- L has his hills in the sky where he roams. (LIANA)

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4. Lee, W.R., Language Teaching Games and Contests, London, Oxford University Press, 1967.

continued . . . RIMED ALPHABET

M	lives in trees and can grin and can chatter.	(MONKEY)
N	likes the kids, and to see them grow fatter.	(MARIQUOAT)
O	walks around with its own incubator.	(OPOSSUM)
P	a big cat, is a real human-hater.	(PANTHER)
Q	wears his quills from his head to his tail.	(QUILL-PIG, PORCUPINE)
R	hops away, with his fluffy plume pare.	(RABBIT)
S	wears a fur that the ladies esteem.	(SABLE)
T	frightens prey with his wild jungle scream.	(TIGER)
U	wore one horn or, at least, so they say.	(UNICORN)
V	is a field mouse that nests under hay.	(VOLE)
W	is a killer that is skinny and mean.	(WEASEL)
X	is a small even-toed beast no man's seen.	(XIPHODON)
Y	is an ox from the hills of Tibet.	(YAK)
Z	a striped horse any zoo likes to get.	(ZEBRA)

THE GAME

The students sit around in a circle, and the teacher or one of the students stands before another student pointing to one part of his body, and naming another.

For Example:

1st player to 2nd player: "This is my foot"  
pointing to his nose

2nd player responds: "This is my nose"  
pointing to his foot.

Leader: "This is my shoulder"  
pointing to his toe.

Student: "This is my toe"  
pointing to his shoulder.

The game may go on very slowly at first but should be speeded up. The object of this game is not only to be familiar with the parts of the body but also to train the minds of the students to think.

CONCEPT

Ask each student to draw a rectangle on his paper, five squares across and five squares down - each student chooses a category, such as PEOPLE, ANIMALS, VEGETABLES and others, in rotation. The rest of the players write down the called out categories on the squares across the rectangle as shown below. A five-letter word is chosen, in this case CAMEL. The students are to write down each letter in the squares down the rectangle. Given the letters on the lefthand side and the categories on the top, they are to fill in the blank squares. For the answers - turn to the next page.

	<u>PEOPLE</u>	<u>FRUITS</u>	<u>ANIMALS</u>	<u>COUNTRIES</u>	<u>VEGETABLES</u>
<u>C</u>					
<u>A</u>					
<u>M</u>					
<u>E</u>					
<u>L</u>					

continued . . . GUGGENHEIM

ANSWERS:

	<u>TREES</u>	<u>FRUITS</u>	<u>ANIMALS</u>	<u>COUNTRIES</u>	<u>VEGETABLES</u>
C	cedar	currant	cow	Canada	carrot
A	aspen	apple	ass	Argentina	a sparagus
M	maple	melon	monkey	Mexico	mustard greens
E	elm	elderberry	elk	Ecuador	eggplant
L	larch	lemon	lynx	Lithuania	leeks

The teacher in advance should prepare all the possible words that are appropriate, no doubt the students will not be able to fill the squares completely. To be able to show them what each word means, it is wise to cut pictures of them from old magazines and a map is also handy to have in the class for this purpose.

GRAMMAR ACTIVITIES

The teacher should prepare two sets of cards in advance - on one set of cards the leader writes questions such as:

"WHAT WOULD YOU DO IF ....."?"

and on the other set of cards he writes the answer starting with:

"I WOULD . . . . ."

Divide the class into two teams and provide one team with a question card and the other team with an answer card to be completed. Allow them to complete the questions and answers with a limited time and collect all the questions in one box and all the answers in a separate box. Mix each thoroughly and let the team who finishes the answers draw the questions and vice versa. Let them read what they draw, first the question and then the answer.

A variation of this could be made using :

"WHY ....." for the questions

and

"BECAUSE ....." for the answers.

or

"HOW ....." for the questions

and

"BY/WITH ....." for the answers.



HAWKESIAW

The teacher should choose two players to act out a murder in front of the class. After the murder is acted out, the murderer and the Victim leave the room. The other students then answer a list of 20 to 30 prepared questions, to test their powers of observation.

Sample questions:

1. What was the weapon used?
  2. How did the victim fall?
  3. What became of the weapon?
  4. Did the victim die immediately?
  5. Was the victim wearing earrings?
  6. What color was the murderer's shirt?
  7. What did the murderer do immediately after the crime?
  8. Did the victim have anything in her right hand?
  9. What did the victim say just before the crime?
  10. Did the murderer say anything after the crime?
  11. What color shoes did the murderer wear?
  12. Did the murderer kill the victim with his right hand?
  13. Was the victim facing the murderer while the killing took place?
- etc.

COFFEESPOTTING

Send one of the students out of the room while the others select a verb such as WALK, DANCE, SING, etc. or an activity such as WALKING, DANCING, SINGING, etc. The victim returns and ask questions using the word "coffeepot" to represent the verb or activity.

Thus: if the word WALK is chosen, the following dialogue follows:

<u>Questions</u>	<u>Answers</u>
Do you coffeepot?	Frequently
Do you coffeepot alone?	Sometimes, usually
Do you like coffeepotting?	Very much.

Note: The answers may also be given in complete sentences.

Yes, I coffeepot frequently.

Yes, I usually coffeepot alone.

WHY DO YOU LIKE IT? WHEN DO YOU LIKE IT? WHERE DO YOU LIKE IT?

Send one of the students out of the room while the others decide upon a noun, such as: CANDY, GLASSES, or anything that could be found in the classroom. He returns to the room and asks each player in turn the three questions:

1. Why do you like it?
2. When do you like it?
3. Where do you like it?

When the three questions have been answered, he has to guess what the word is. Thus if the word GLASSES is chosen then the dialogue may go as follows:

- Q. Why do you like it?  
A. Because I can see with it.  
Q. When do you like it?  
A. When I read.  
Q. Where do you like it?  
A. On my nose.

If the word CANDY is chosen:

- Q. Why do you like it?  
A. Because it is sweet.  
Q. When do you like it?  
A. After meal.  
Q. Where do you like it?  
A. In my mouth.

## CARTOONS

Cut up strips of cartoons which have no English words on them at all. Provide students with strips of cartoons and ask them to write one or two sentences for each picture. A strip of cartoon usually has four or more pictures, so each of the students is to write a total of eight sentences. The teacher may decide what grammatical tense he wishes to stress, either PRESENT, PAST, FUTURE or all of them.

Each student is to read aloud what he writes and it is the job of the teacher and the students to correct the mistakes.

A variation of this could also be done. That is, cut the cartoon into separate pictures. Note: No words on them. Have the students work in groups of four - each gets a picture and the object of the game is to try to put the separate pictures together and write either a dialogue or the eight sentences as mentioned above.

WHY NOT?

(guessing game)

The teacher should prepare in advance slips of paper with the names of ANIMALS, FLOWERS, FOOD or VEGETABLES written on them. One name is pinned to the back of each player, who tries to find out what his name is by listening to the remarks the other players make about him. He may also ask questions of other players about himself. The players responding to the questions may only answer yes or no.

Thus if the word PAIDA is chosen, the dialogue may go on as follows:

- Q. Is it a wild animal?  
A. Yes.  
Q. Can it be domesticated?  
A. Yes.  
Q. Does it live in water?  
A. No.  
Q. Is it a furry animal?  
A. Yes.  
Q. Is it a four-legged animal?  
A. Yes.

The player may ask as many questions as he wishes with the guidance of the teacher. The others should make remarks about the animal. This is to avoid too long a silence in the class.

MISCELLANEOUS

## ONE OUT

(word game)

The teacher should prepare a list of four-word groups. In each group, one word is not in the same category as the other three. The game is for the players to recognize quickly the one word which does not belong with the rest of the words.

Thus if the words are: MEAT, SOUP, BREAD, RICE, the player will say MEAT because it is not a food. A correct answer scores one point.

Examples:

1. Bottle, cup, glass, corner
2. salad, soap, bread, meat
3. Plate, pencil, eraser, book
4. Floor, wall, door, street
5. Tree, hill, picnic, river
6. Sunday, week, Friday, Thursday
7. Question, answer, sentence, song
8. History, England, geography, mathematics
9. Shoe, hair, tie, dress
10. October, month, day, week
11. Shoes, satee, sandals, clogs
12. Cigars, paper, cigarettes, tobacco
13. Blouse, shirt, style, gown
14. Nail, bone, polish, flesh
15. Candy, sweet, sour, bitter

### PICKLED ADJECTIVES

The teacher in advance should prepare a brief story (known story), with blanks where the adjectives should be. Without knowing about the story, the students are each told to write one pleasant, complimentary adjective, and one unpleasant, uncomplimentary one, and pass them to the teacher. The teacher then substitutes the blanks with the adjectives as they come and reads the story. The story might read:

"The hideous Helen gave a darling party this vicious evening for a number of her heavenly friends."

This may be varied by reading the story first with all the pleasant adjectives, then with all the unpleasant ones. Or have the students write only one adjective. Then the leader reads a story from a well-known author, or from a magazine.



## ADJECTIVE GAME

Divide the group into two teams. The first player on one team says something good about BILL, using an adjective beginning with A. The first player on the opposite team counters with something bad about BOB, also beginning with A.

For example:

<u>First team</u>	<u>Second team</u>
Bill is able	Bob is awful
Bill is beautiful	Bob is bad
Bill is conscious of other people's feeling	Bob is careless
Bill is diligent	Bob is disgusting
etc.	

The game continues through all the letters of the alphabet except the letters X and Z. A player should not take too long in giving an appropriate adjective.

SOME AFFINITIES

The teacher should prepare in advance a list of incomplete affinities, within a stated time, each student must finish the unfinished affinities.

The player with the longest correct list wins.

For example:

Romeo and \_\_\_\_\_ Mother and \_\_\_\_\_

A list of typical affinities:

Adam and Eve	Comb and brush
Alpha and Omega	Come and go
Anthony and Cleopatra	Cream and sugar
Army and Navy	David and Goliath
Bag and baggage	Day and night
Ball and bat	East and west
Black and blue	Far and near
Black and white	Fine and dandy
Bow and arrow	First and last
Bread and butter	Good and bad
Brother and sister	Half and half
Cain and Abel	Ham and eggs
Cap and gown	Heaven and earth
Cat and dog	Heaven and hell
Check and double-check	In and out
Checks and balances	Jack and Jill
Cheese and crackers	Jonah and the whale
Coat and hat	King and queen
Coat and vest	Knife and fork

## WIENEN AM I?

(prepositional game)

The victim is sent out of the classroom while the other students decide upon an object which has to be in the classroom. The victim assumes the object which the class decides upon. Returning, he may ask any question that must be answered by "yes" or "no".

For example:

A LAMP is chosen

The questions and answers might go:

- Q. Am I on the wall?  
A. No.  
Q. Am I standing on the floor?  
A. No.  
Q. Am I hanging from something?  
A. Yes.  
Q. Am I hanging from the ceiling?  
A. Yes.  
Q. Am I hanging from the lamp  
A. Yes.

Note:

All the above questions use prepositional phrases, such as, on the wall; on the floor; hanging from something; hanging from the ceiling. The object of the game is for the students to use prepositions of place correctly and be able to differentiate between some prepositions, (on, in; above, on top of; in, in between; etc.)

continued . . . affinities

Light and dark

Long and short

Macaroni and cheese

Mother and father

Needle and thread

North and south

Open and shut

Paper and pencil

Give and take

Right and wrong

Romeo and Juliet

Salt and pepper

Scotch and soda

Son and daughter

Stars and stripes

Stocks and bonds

Sword and shield

The just and the unjust

Thunder and lightning

Windows and orphans

### ONE WORD STORY

Have all the students sit in a circle - each student in rotation gives a word. The object of the game is for the group to make up a meaningful story. To complete the game, the teacher could ask the players to act out the story they have told.

### Alphabet Story

All the students sit in a circle - the players in rotation say something good about his love starting with the letter A through Z.

For example:

1st player: "I love my love with an A, because she is adorable."

2nd " : "I love my love with a B, because she is adorable and beautiful."

(repeating the adjective of the 1st player and adding his own adjective starting with the 2nd letter of the alphabet)

3rd player: "I love my love with a C, because she is adorable, beautiful and charming."

The game goes on until the end of the alphabet.

## SIMILES

In advance the teacher should prepare a list of similes which are common, and allow the students to look them over with a limited time. The teacher should also prepare in advance a list of incomplete similes such as:

Crazy as \_\_\_\_\_; Green as \_\_\_\_\_; Dull as \_\_\_\_\_; etc.

The player wins who fills in the largest number of these correctly.

The following are the most common similes which have been compiled:

Bitter as gall

Black as coal

Black as sin

Black as night

Blind as a bat

Bold as brass

Blue as the sky

Brave as a lion

Bright as the sun

Busy as a bee

Busy as a one-armed paperhanger

Calm as a clock

Clean as a whistle

Clear as crystal

Clever as a monkey

Cold as ice

Cozy as a hog in a rug

Crazy as a loon

Dead as a doornail

Deep as a well

Deep as the ocean

Dull as ditch water

Dry as a bone

Fair as a rose

Fat as a pig

Finicky as an old maid

Flat as a pancake

Funny as a circus

Funny as a monkey

Good as gold

Green as grass

Happy as a lark

Hard as a rock

Hot as fire

continued . . . SIMILES

Huge as an elephant

Innocent as a babe in arms

Jumpy as a flea

Light as a feather

Merry as a church bell

Miserable as a wet hen

Playful as a kitten

Poor as a church mouse

Proud as a peacock

Proud as Lucifer

Quick as lightning

Quick as a wink

Red as a beet

Sharp as a razor

Shy as a violet

Slow as a tortoise

Sly as a fox

Sweet as honey

Tall as a giraffe

Transparent as glass

White as snow

Yellow as gold

## PROVERB MATCH

The teacher must prepare in advance proverbs written on strips of paper and divide them in halves. Provide each student with one half of the proverb - the players are to match the two halves.

For example: A stitch in time / saves nine

The player who has the most cards is the winner.

Here are some of the most famous proverbs:

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

Absence makes the heart grow fonder.

Actions speak louder than words.

A friend in need is a friend indeed.

After a storm comes a calm.

A good book is the best companion.

A little knowledge is a dangerous thing.

All that glitters is not gold.

All work and no play makes Jack a dull boy.

A man of words and not of deeds is like a garden full of weeds.

A mile is as good as a mile.

An apple a day keeps the doctor away.

A penny saved is a penny earned.

A word to the wise is sufficient.

Bad news travels fast.

Better be safe than sorry.

Big churches, little saints.

Don't cast your pearls before swine.



continued . . . SAID PROVERBS

Don't count your chickens before they're hatched.

Don't cry over spilt milk.

Don't lock the stable door after the horse is stolen.

Don't put off till tomorrow what you can do today.

Don't start anything you can't finish.

Do unto others as you would have them do unto you.

Do well is better than say well.

Early ripe, early rotten.

Easier said than done.

Eat to live, not live to eat.

Empty wagons make most noise.

Every ass loves to hear himself bray.

Every man is the architect of his own fortune.

Everyone knows best where his own shoe pinches him.

Experience is the best teacher.

Fair exchange is no robbery.

Familiarity breeds contempt.

Fine feathers do not make fine birds.

Waste makes waste.

Health is better than wealth.

Hear no evil, see no evil, speak no evil.

He travels fastest who travels alone.

If an ass goes traveling he'll not come home a horse.

If every fool wore a crown, we should all be kings.

It's never too late to mend.

continued . . . PROVERBS

It takes two to make a quarrel.

Judge not a book by its cover.

• Keep your eyes open before marriage, half shut afterwards.

Kill two birds with one stone.

Look before you leap.

No news is good news.

nothing is certain in this world but death and taxes.

Oil and water cannot mix.

Once does not make a habit.

Practice makes perfect.

• Practice what you preach.

Praise to the face is open disgrace.

Procrastination is the thief of time.

Promise little, do much.

Silence gives consent.

The cat loves fish but won't wet her feet.

The watched pot never boils.

Think before you speak.

Too many cooks spoil the broth.

Well begun is half done.

When poverty comes in the door, love flies out the window.

SUMMARY

Using games to teach English as a Second Language has proved to be successful in reinforcing what has already been taught in a more formal way and above all, in the learning process. Most of the compiled games were used in Veracruz, Mexico to teach young children as well as adults.

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