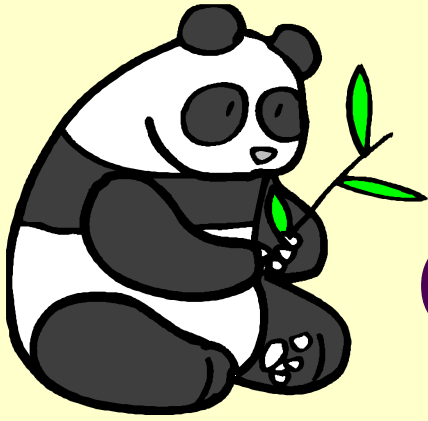
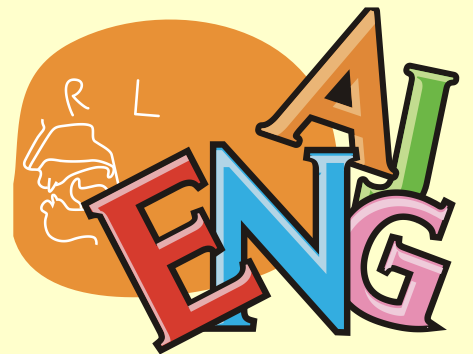


# Teaching English

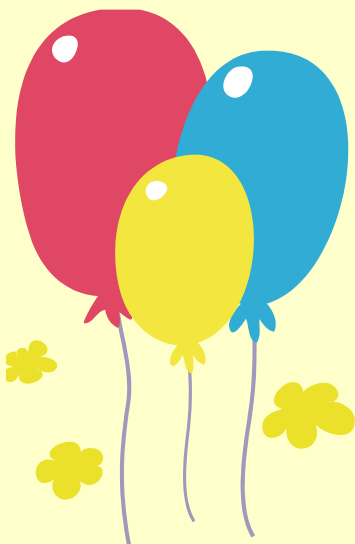


*With*  
**Games!**



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# Games Master List

★印はALTのお薦めのゲームです。

## Grammar Games (文法ゲーム)

Target (項目)	Game (ゲーム)
Adjectives (形容詞)	1 Adjective Act Out (形容詞を演じましょう)
Comparisons (比較級)	2 Celebrity Showdown (有名人同士の対決)
Conditional Clauses (仮定法)	3 Condition Chain (条件節〈仮定〉の鎖)
Conditional Questions (if節を使った疑問文)	4 Take Us There (道案内)
Future Tense (未来形)	5 Fortune Teller (占い師)
Passive Voice (受動態)	6 Attack Mystery (攻撃の謎) ★
Past Continuous (過去進行形)	7 What Were You Doing When... (～の時何してた?)
Past Perfect (過去完了形)	8 I Couldn't Believe It (信じられなかった出来事!)
Past (過去形)	9 Story Chain (物語の鎖)
Present Perfect Continuous (過去完了進行形)	10 Time Killer (時間つぶし)
Present Perfect (現在完了形)	11 2 Truths 1 Lie (2つの真実と1つの嘘) ★ 12 Have You Ever... Bingo (経験ビンゴ)
Present (現在形)	13 Draw This! (描きなさい!)
Questions (疑問文)	14 Question Ping Pong (質問ピンポン) ★
Relative Pronouns (関係代名詞)	15 Fruits Basket (フルーツバスケット) 16 Guess Who! (誰でしょう!)
Subject Verb Agreement (主述の一致)	17 Sentence Matching (センテンスマッチング)

## Reading Games (リーディングゲーム)

Target (項目)	Game (ゲーム)
Reading Comprehension (リーディング)	18 Horse Race (競馬) 19 Read, Run, Write (読め、走れ、書け!) 20 Reading Scavenger Hunt (ガラクタ集め) 21 Think-Pair-Square (2人から4人へ) ★ 22 Who Wants to be a Millionaire (大富豪になりたいのは誰?) ★

## Vocabulary Games (語彙ゲーム)

Target (項目)	Game (ゲーム)
Vocabulary (語彙)	23 Figure It Out (当ててごらん) 24 Karuta (カルタ) 25 Pictionary (絵から当ててみよう) ★ 26 Vocab Rush (語彙レース)

## 10 Minute Games (10 分間ゲーム)

Target (項目)	Game (ゲーム)
Conversation (会話)	27 Don't Say Yes or No (Yes, No は言わないで!) ★
General Review (復習)	28 Numbered Heads (番号ゲーム)
Grammar (文法)	29 Charades (シャレード) ★
Hook (フック・つかみ)	30 Think-Pair-Square (2人から4人へ) ★ 31 All Mixed Up (支離滅裂)
Pronunciation (発音)	32 Proverbs (ことわざを使った発音練習) ★ 33 Telephone (電話ゲーム) ★
Vocabulary (語彙)	34 Figure It Out (当ててごらん) 35 Karuta (カルタ) 36 Pictionary (絵から当ててみよう) ★ 37 Snowman (雪だるま) 38 Vocab Rush (語彙レース)
Warm Up (ウォーミングアップ)	39 Charades (シャレード) ★ 40 All Mixed Up (支離滅裂)

# 1 Adjective Act Out!

**Target:**

Grammar(Adjectives)

**Time:**

20+ minutes

**Materials:**

- ✓ Adjectives
- ✓ Hat/bag/box (optional)



1. Before class write a list of adjectives and cut them out.
2. In class, divide the class into groups. The first group chooses a word randomly from the hat/bag/box (or teacher's hand). A student from the group acts out the adjective they choose.
3. Students on the same team try to guess the adjective the student is acting out. If the same group can not guess the adjective, then the other groups get a chance to guess the adjective.
4. Set a time limit for each adjective (maybe 2 to 3 minutes)
5. The group who guesses the most adjective wins!

Example Adjective List:

*Smart, tired, sad, lively, frozen, small, open, slow, cute, narrow, evil, sour, lazy, hot, bored, wet, clean, fast, warm, crazy, funny, attractive, quiet, tall, etc...*

**Variations:**

The difficulty level depends on the adjectives.

**Notes:**

This game is the same as charades.

## Adjective Cut-outs!

Smart

Tired

Sad

Lively

Frozen

Small

Open

Slow

Cute

Narrow

Evil

Sour

Funny

Hot

Bored

Crazy

## 2 Celebrity Showdown

**Target:** Grammar(Comparisons)

**Time:** 20+ minutes

**Materials:** ✓ Pictures or magazine cut outs of famous celebrities

**Procedure:** 1. Put two celebrity pictures on the whiteboard. Give students the sentence structure “(A Celebrity) is \_\_\_\_\_ than (B Celebrity).”

2. Have two students come to the front of the class and play rock, paper, scissors. The loser will start by saying two comparison sentences, and the winner will follow by only saying one. After each comparison, the teacher calls on a random student to give an opinion (“I agree,” “I don’t think so,” etc.).

Ex. *Tom Cruise is more handsome than Brad Pitt.*

*I disagree. Brad Pitt is more handsome.*

*Brad Pitt is taller than Tom Cruise.*

*I agree.*

*Brad Pitt is cooler than Tom Cruise.*

*I disagree. Tom Cruise is cooler.*

**Variations:** To make the game easier, also prepare adjectives that the students can use to describe the celebrities, and put them up on the whiteboard as well.

**Notes:** Having the students repeat the phrase when they give their opinion (“I agree/disagree”) helps to cement the grammar.

### **3** Condition Chain

**Target:** Grammar(Conditional Clauses)

**Time:** 20+ minutes

**Materials:** No materials

**Procedure:** 1. Put the students in a large circle. Write the phrase “If I...” on the board, and explain the game.

2. The teacher will start with a simple “If I...” sentence. The next student will take the second clause, and turn it into an “If I...” sentence of their own.

*Ex. If I had a million dollars, I would be rich.*

*If I were rich, I would buy a house in Hawaii.*

*If I bought a house in Hawaii, I would surf every day.*

*etc.*

**Variations:** To make the game easier, students can be given the story ahead of time and be expected only to form complete sentences from the given verbs, rather than come up with the story on their own. Additionally, this game can be done in smaller groups, which would take less time.

**Notes:** This game is similar to Story Chain, but focuses on conditional clauses.

*Game idea from Betty Azar’s Expansion Activities ([www.azarqgrammar.com](http://www.azarqgrammar.com))*

## 4 Take Us There! (Directions)

**Target:** Grammar(Conditional Questions)

**Time:** 15+ minutes

**Materials:**

- ✓ Paper (If students draw their own map)
- ✓ Map handouts
- ✓ (optional) colored pens or markers

**Procedure:**

1. Divide the students into groups of 2+ students.
2. Pass out the maps or students can create their own maps of their hometown, their favorite place, or etc. using markers and pens. The easiest way is to print out a variety of maps and give each group a different location.
3. After the groups have a couple of minutes to study the maps (and decorate them if possible), each group must introduce their map! Make sure the students are familiar with their map location! Also they should choose a specific spot (like a station, a restaurant, a hotel, & etc) to describe how to get to.

Ex.

*Student A: This is a map of Kyoto. There are many shrines and temples in the city. I want to go to Ginkakuji. I am at Kyoto Station. How do I get to Ginkakuji? . . .*

4. After the students introduce their maps, it's question time! Other students in the class must ask questions about the country/prefecture/city/ward the group in front of the classroom has. The teacher should write some example question starters on the board so the students have an idea of what kinds of questions to ask.

Ex.

*"Can you tell me how to get to...?" "How do you get to...?"  
"If you take....you will get to..." "What is...?" "If you...how do you get to...?" etc... (the train/the highway)*

5. Once each group has been asked a few questions, move on to the next group.

**Variations:** The level of difficulty depends on how difficult the locations and maps are. To make it easy, have a very simple map for each student and a location they are familiar with. To make it more difficult, have a more detailed map.

**Notes:** Make sure the students understand their maps!



## 5 Fortune Teller

**Target:** Grammar(Future tense)

**Time:** 20+ minutes

**Materials:** ✓ Paper, pen

**Procedure:** 1. Put students in pairs. Have them turn their desks so they are facing each other.

2. Each student will write their partner's fortune on a piece of paper, using the target grammar "will/won't be...".

Ex. *You will learn to speak English very well, and become an English teacher. You will travel to England to study, but won't like the food.*

3. The students then take turns telling each other their fortunes.

**Variations:** For an easier version, give the students a template of a fortune and have them fill in the blanks with their own ideas.

**Notes:** Adding dramatic effects helps to capture the students' attention. Also, the students should use what they know about each other when writing their fortunes!

Game idea from Betty Azar's Expansion Activities ([www.azarqgrammar.com](http://www.azarqgrammar.com))

## 6 Attack Mystery

- Target:** Grammar(Passive Voice)  
**Time:** 20+ minutes  
**Materials:**
- ✓ Stuffed animal or character
  - ✓ Card set for each group
  - ✓ Checklist for each student



- Procedure:**
1. Divide the class into groups of 4. Tell the students about the attack of the stuffed animal (being dramatic helps!). It is up to the students to figure out who, what, and where!
  2. Each student gets a checklist with a list of the suspects, attack objects, and places. Each group gets a complete card set, with three of the cards (one suspect, one object, and one place) missing. These three cards are the answer! Students will figure out the answer by finding out which cards are missing. They are placed in a separate envelope to be opened at the end. **It is very important that the students do not look in the envelope!** The students deal out all of the cards, until none are left.
  3. Taking turns, each student makes a guess about the attack, using the structure below.

Ex.

*I think Totoro **was attacked** by (suspect) in the (place), with the (object).*

The person sitting to the left of the student who guesses must show **only** that student **one card** to disprove their guess.

Ex.

*I think Totoro **was attacked** by Anpanman in the library with the toothbrush.*

*\*Student to my left must show me Anpanman, the library, or the toothbrush card.*

If they don't have one of the cards, the next person to the left tries. If no one can show a card to disprove the guess, the envelope will be opened to reveal the correct answer.

**Variations:** To make it more difficult, each group can present their findings at the end of the game. It can also be made into a race, where the first group to find the answer first wins.

**Notes:** The checklist can be very simple. It works well to use characters and funny items that would be impossible in a real murder. See example below.

# WHO ATTACKED TOTORO?

Characters	Check	Objects	Check
Hello Kitty		Toothbrush	
Doraemon		Spoon	
Snoopy		Pencil	
Peko-chan		Frying pan	
Places	Check	I think Totoro <b>was attacked</b> by <u>(character)</u> in the <u>    </u> <u>(place)</u> with the <u>(object)</u> .	
Library			
Classroom			
Hallway			
Kitchen			

## **7** What Were You Doing When...?

**Target:** Grammar(Past Continuous)

**Time:** 15+ minutes

**Materials:** No materials

**Procedure:**

1. Divide students into groups of 4. Each student will choose a letter from A to D. Each letter will correspond with a date in time (often big events work well, because people remember where they were when it happened). Write the corresponding event on the whiteboard for all of the students to see.

*Ex. A: Michael Jackson died*

*B: The clock struck midnight on New Year's last year*

*C: Barack Obama was elected president*

*D: Tokyo was chosen for the 2020 Olympics*

2. Each student will answer the question, "What were you doing when \_\_\_\_\_?" (Student A in each group will answer the question, "What were you doing when Michael Jackson died?"). Give the students the sentence structure to work off of.
3. After each student has shared their experience, call on a couple groups to report. For example, ask Student B to report on what Student D was doing when Tokyo was chosen for the 2020 Olympics.

**Variations:** This activity can be turned into a game by having students give three answers and asking their group to figure out which one is the truth (similar to "11 2 Truths 1 Lie" only reversed). The students who guess the right answer win!

**Notes:** It's good to choose big events, but teachers should be sensitive to events that might cause distress, such as the March 2011 tsunami and earthquake.

## 8 I Couldn't Believe It!

**Target:** Grammar(Past Perfect)

**Time:** 30+ minutes

**Materials:** ✓ Index cards

**Procedure:** 1. This activity works well at the start of class. Come into class looking frazzled, and tell the class that your house was robbed last night! Use the target grammar for maximum dramatic effect!

Ex. *When I got home last night, I realized I had been robbed!*

*The burglars had:*

- *broken my window*
- *taken my TV*
- *stolen my computer etc.*

2. Go over the target grammar. Draw out the grammar from the students by asking them to recap what happened in the story.

3. Put the students in groups of 4. Give each group an index card with a scenario on it, and ask them to make up their own sentences.

Ex. *A mother and father come home after leaving their teenager home alone for a whole weekend, and he had a huge party.*

- *When they arrived home they saw...*

4. Have each group present/act in front of the class. Make sure each group takes notes on the other groups' presentations.

**Variations:** To make the scenarios easier, the index cards can also contain some key vocabulary to help the students generate sentences.

**Notes:** This is a long activity, but can be made shorter by cutting out the first step (teacher's own story)

## 9 Story Chain

**Target:** Grammar(Past Tense)

**Time:** 20+ minutes (depending on class size)

**Materials:**

- ✓ Beginning of a short story
- ✓ Strips of paper with verbs written on them

**Procedure:**

1. The teacher begins by telling the students the beginning of a short story. The students arrange their seats in a large circle, and each student takes a slip of paper with a verb in dictionary form on it.

2. After the beginning of the story is told, each student must continue the story by making a sentence using the verb (in past tense!) they were given.

*Ex. On a cold stormy night, Bob and Bill were walking home from school when they saw a shape in the distance...*

*Student A's verb: think → Bob and Bill thought they saw a ghost!*

*Student B's verb: walk → So, they walked home as fast as they could.*

*Student C's verb: feel → Suddenly, Bill felt a hand on his shoulder!*

**Variations:** The level of the story and the verbs will determine the difficulty of the activity.

**Notes:** Scary stories and funny stories work well! Encourage students to use their imagination to make it interesting.

*Game idea from Betty Azar's Expansion Activities ([www.azargrammar.com](http://www.azargrammar.com))*

## 10 Time Killer

**Target:** Grammar(Present Perfect Continuous)

**Time:** 15+ minutes

**Materials:** ✓ Index cards

**Procedure:** 1. Write different lengths of time on each index card (1 year, 6 months, etc.). They should be pretty long periods of time. There should be enough cards for each student to have at least 3 (more to make the game longer).

2. When the game starts, all the students stand and walk around the room, asking each other questions using the target structure "Have you been \_\_\_\_\_-ing for (amount of time?)". If the other student responds "Yes," they will sign that card and it can be discarded. The first student to run out of cards wins!

Ex. *Have you been playing soccer for 5 years?*

*Yes.*

(First student discards their 5 year card)

**Variations:** To make the game easier, the students can ask each other the opposite question: "How long have you been \_\_\_\_\_-ing?" If the answer matches one of the index cards, it can be discarded.

Ex. *How long have you been playing soccer?*

*I have been playing soccer for 5 years.*

(First student discards their 5 year card)

## 11 2 Truths and 1 Lie

**Target:** Grammar(Present Perfect)

**Time:** 15+ min

**Materials:** ✓ Paper



**Procedure:** 1. Break the students into groups. Smaller groups will take less time, and larger groups will take more time.

2. Tell each student to write 3 “facts” on a piece of paper, **using the target grammar**. 2 should be a truth, and 1 should be a lie. Students go around the group in turn, each asking one student yes/no questions to figure out which question is the lie.

Ex.

1. *I have never eaten sukiyaki.*

2. *I have met Ken Watanabe.*

3. *I have never been to Hokkaido.*

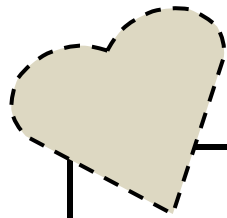
*Questions: Have you ever visited Sapporo?*

*Have you ever eaten Japanese food?*

**Variations:** This game can also be done as a whole class, and also turned into a team game where groups compete to guess the lie.

**Notes:** It helps to give a good example beforehand, especially to help the students use their imagination.





# Have You Ever... BINGO!



tell a secret	watch a sunrise	ride in a boat	have too much coffee	break a promise
catch a fish	visit China or Korea	go camping	miss your stop on the train	visit America or Canada
meet a famous person	forget your homework	<b>FREE!</b>	leave school early	have a summer job
eat tacos	fall asleep in class	argue with a friend	fly in an airplane	keep a diary
stay up all night	grow a garden	go to a wedding	go to a concert	eat too much food

## **12** “Have You Ever...?” Bingo

**Target:** Grammar(Present Perfect)  
**Time:** 15 minutes  
**Materials:** ✓ “Have You Ever...?” Bingo sheet

**Procedure:**

1. Pass out the bingo sheets. Make sure students have a chance to look over each square and understand the meanings.
2. Ask students to stand, and walk around the classroom asking each other if they have ever...? If a student replies, “Yes, I have,” then they will sign the square. The first student to get a bingo of names wins.  
Ex. *Have you ever been to Australia ?*  
*Yes, I have. (or “No, I haven’t.”)*  
*Please sign here.*

**Variations:** To make the game longer, students can play until “Blackout,” when all of the squares have been filled.

**Notes:** Prizes work great!

## **13** Draw This!

**Target:** Grammar(Present Tense)

**Time:** 15+ minutes

**Materials:**

- ✓ Pictures of rooms or places (magazine cut outs work well)
- ✓ Paper
- ✓ Drawing utensils

**Procedure:**

1. Put the students in pairs. Have one student look at the picture and describe the image to the other student. The other student will draw what is being described. Using the structure "There is/are \_\_\_\_\_." (Note: the student drawing is encouraged to ask questions to clarify!) At the end, the students will compare the pictures to see how well they did!

Ex. *There is a tree in front of the house.*

*What kind of tree?*

*A pine tree.*

**Variations:** The more difficult the picture becomes, the more advanced the activity becomes.

**Notes:** Hopefully, the activity will become a dialogue between the two students, where the one drawing will continue to ask questions to clarify.

*Game idea from Betty Azar's Expansion Activities ([www.azargrammar.com](http://www.azargrammar.com))*



## 14 Question Ping Pong

**Target:** Grammar(Questions)

**Time:** 20+ minutes

**Materials:** ✓ Paper

**Procedure:** 1. Divide class into groups of 3. Two students will be the players, and one will be the referee. Give the students 5 minutes to write 20 yes/no questions for the other person.

Ex. *Were you late for school today?*

*Did you eat breakfast this morning?*

*Do you have a pet?*

2. Once the 5 minutes is up, the students will stand and begin. One student starts by asking a question, and the other student must respond yes/no quickly, then ask a question of their own. The referee student taps a pencil or pen on the desk to keep a steady beat for the students to follow.

3. The referee also watches for mistakes, and decides who the winner is. If the referee notices a mistake, she/he will ask the students to stop, and repeat the question. If one of the players notices a mistake, they can stop and ask the other student to repeat the question.

4. At the end of the match, students can rotate roles so that the referee becomes a competitor.

**Variations:** To make the game easier, the number of questions can be reduced, or the students can take more time to write their questions. The students can also be easily made into new groups to keep referees changing roles.

**Notes:** The game is supposed to be very high speed!

Game idea from Betty Azar's Expansion Activities ([www.azargrammar.com](http://www.azargrammar.com))

## **15** Fruits Basket

**Target:** Grammar(Relative Pronouns)

**Time:** 15+ minutes

**Materials:** ✓ Chairs

**Procedure:**

1. Have the students arrange their chairs in a large circle, with one chair in the middle. There should be enough chairs for each person to sit down, including the chair in the middle. Write the sentence format on the board for the students' reference: "I choose all of the people who/that \_\_\_\_\_."

*Ex. I choose all of the people who ate bread for breakfast.*

2. The student in the middle says a statement using the sentence structure. All of the students that the statement applies to must get up and find a new chair. The student in the middle must continue the game by saying a new statement.

**Variations:** To make the game easier, give the students categories to work from (see below).

**Notes:** The teacher should help those students who have trouble making a sentence by giving hints. Additionally, starting with a couple examples helps students think of areas they can talk about (i.e. clothing, travel, etc.).

## 16 Guess Who!

**Target:** Grammar(Relative Pronouns)

**Time:** 15 minutes

**Materials:** ✓ Paper

- Procedure:**
1. Put students in pairs. Ask each student to think of a famous person or character, and write it on a slip of paper. Have them keep it a secret!
  2. One student will begin by asking the other student yes/no questions about their chosen person. Have the students start by asking if it is a person or a character. If the student chose a character, students use the question format "Is it a character that...?" If it is a person, students use the format "Is it a person who...?"

Ex. *Is it a person or a character?*

*A character.*

*Is it a character that is an animal?*

*Yes!*

*Is it a character that is a cat?*

*Yes!*

*Is it Doraemon?*

*Yes!*

3. Once the person or character has been guessed, the students switch roles.

**Variations:** This game is for more advanced students, and can also be done as a whole class. To make the game easier, giving the students example questions or a set of questions to ask would help facilitate the activity.

**Notes:** Demonstrating in front of the class helps!

## 17 Sentence Matching

**Target:** Grammar(Subject Verb Agreement)

**Time:** 15+ minutes

**Materials:** ✓ Index cards

**Procedure:**

1. Use two colors of index cards (or different symbols on each card). One color will be the subject, and the other the verb. Write half of each sentence on each card (the subject on one color, the verb on the other). Mix the cards.

Ex. *Blue card (subject): My friends and I*

*Green card (verb): play baseball after school.*

*or*

*Blue card (subject): Running a marathon*

*Green card (verb): is difficult but rewarding.*

2. Pass the cards out to the students so that there is one card per student. Give the students some time to memorize their cards.
3. After the students have memorized their cards, they go around the room reciting their card. Once they think they've found the other half of their sentence, they pair up. At the end of the activity, the pairs read off their sentences.

**Variations:** The sentences can be very easy or very difficult, depending on the class level.

**Notes:** Writing the sentences on the board after the game is over would help the students understand which sentences were right and which were wrong.

*Game idea from Betty Azar's Expansion Activities ([www.azargrammar.com](http://www.azargrammar.com))*

## **18** Horse Race

**Target:** Reading Comprehension

**Time:** 15+ minutes

**Materials:**

- ✓ Pictures of horses (same number as teams)
- ✓ Magnets

**Procedure:**

1. Have students write 4 sentences about the reading. 2 sentences should be true, and 2 should be false.
2. Students get into two teams (or more for a bigger class). They combine their list of sentences to make one big list.
3. Up on the board, line up each horse vertically. Between each horse should be a line, making a lane for each horse (much like a horse race). Each team takes turns rolling a die. When one team rolls a die, the next team will give them a sentence. The team who rolled must answer whether it is true or false. If they answer correctly, they can either move ahead the number of spots on the die, or place a bet.
4. If students want to place a bet, they must also answer the next question. If they answer the next question correctly, then they either get to move forward 3 spaces, or force another team's horse to move back 3 spaces. The first team to reach the finish line wins!

**Variations:** Many rules about this game can be modified to suit the needs of the class. The number of spaces and rules on betting are easy ways to change up the game. Additionally, this game can be used to check grammar rather than reading. Have the students make 2 grammatically correct sentences (using a target grammar) and 2 grammatically incorrect sentences instead.

**Notes:** This is a fun game to have students name their team's horse.





## **20** Reading Scavenger Hunt

- Target:** Reading Comprehension
- Time:** 15+ minutes
- Materials:**
- ✓ Reading passage, printed out and **cut into multiple sections**
  - ✓ Reading comprehension questions, each printed out on its own sheet of paper
- Procedure:**
1. Before class starts, post the printed sections of the reading passage around the room in random places. Depending on how many groups there are and how long the passage is, you may print multiple copies of the same section.  
Ex. *“It was a dark and stormy night. ✂ Rover heard a noise. ✂ He ran to the door. ✂ A mouse sat there, eating some cheese.”*
  2. Starting the activity: Put the students in pairs. Give each pair a slip of paper with a different comprehension question on it.  
Ex. *Pair 1: “What kind of night was it?”*  
*Pair 2: “What did Rover hear?”*
  3. Have each pair go around the room, reading the different sections of the passage to figure out which section answers their question. When they have the correct answer, they should take the passage cut out, sit down at their desks, and write the correct answer together. NOTE: If one pair chooses incorrectly, another group will be unable to find the correct answer. Walk around the room while pairs are collaborating and guide them if they need help.
- Variations:** An alternative version is to start by giving each pair the same list of multiple questions. They then go around the room and record the answers to each question. This version is more difficult and time-consuming.
- Notes:** This activity is most effective for review – after a passage has been read by the class.



## **21** Think-Pair-Square

**Target:** Reading Comprehension

**Time:** 15+ minutes

**Materials:** ✓ Reading passage (textbook or outside source)

**Procedure:** 1. Have students read the passage. Choose a question, topic, or issue (depending on the level of the students). The question should be thought-provoking (not a yes/no question), and ideally it should be opinion-based.

*Ex. A reading passage about water pollution*

*Questions: Where does water pollution come from?*

*What are some ways we can reduce it?*

*A reading passage about a Nobel Peace Prize recipient*

*Questions: Why do people receive the Nobel Peace Prize?*

*If you got the Nobel Peace Prize, what would you do?*

2. Break the students into groups of 4. Within each group, give students a number from 1-4. Ask each student to think about the question on their own, and give them 4 minutes to write down a couple points.
3. Next, make pairs. 1 and 2 make a pair, and 3 and 4 make a pair. Within pairs, the two students share their ideas. They can come together to make one answer, or use each others ideas to develop their own. Give them 3 minutes to share.
4. After 3 minutes, bring all four students back together. Have all four members share their ideas with each other. Have them write their ideas down under their original ideas, and collect the paper.
5. Optional: Have the groups share their answers with the class.

**Variations:** See “**30**Think-Pair-Square (Hook)” for a shorter version to be used before reading a passage or another activity.

**Notes:** Giving the students some example answers can help start the thinking process.

## 22 Who Wants to be a Millionaire?



- Target:** Reading Comprehension
- Time:** 15+ minutes
- Materials:**
- ✓ Questions from the reading
  - ✓ Powerpoint (if possible)
  - ✓ Stuffed animal or ball (optional)

- Procedure:**
1. Divide the class into 4 or 5 groups. Move two chairs to the front of the classroom and face them towards each other.
  2. Decide which team goes first (by throwing a ball) and then a member from that team will come to the front of the classroom and sit in one of the chairs. The teacher will sit down in the chair facing the student and ask a question.
  3. If the student cannot answer, the teacher will offer her/him a “life-line” to help him decide. (Life-lines will be listed below).
  4. Once a student finally decides the answer, they must say, “I believe   A   is the final answer!”
  5. The questions should progressively get more difficult because the questions will become worth more money up until the million dollar question (\$1,000,000).
  6. Whichever team accumulates the most money wins!

**Variations:** The difficulty level will depend on the reading and how ever many life-lines you allow the students to have.

**Notes:** However many questions depends on how much money you offer per question. If you chose to have this amount below, then you will have 11 questions total.

For example:

\$0  
\$500  
\$1000  
\$5000  
\$10000  
\$25000  
\$50000  
\$100000  
\$250000  
\$500000  
\$1000000

## Life-lines:

- ◆ **50/50:** Out of the four questions, the teacher eliminates two of the incorrect answers.

Who is the President of the United State now?	
A. Barack Obama	B. George W. Bush
<del>C. Hillary Clinton</del>	<del>D. Johnny Depp</del>

- ◆ **Ask the Audience:** The student can ask their group members what they think the correct answer is.
- ◆ **Phone-a-Friend:** The student can “call” a friend and ask what their friend thinks the final answer is.

Ex.

*Player A: “Hey Toshi, who do you think is the President of the U.S.? A. Barak Obama..B...C..D.?”*

*Player B: “I think Barak Obama is!”*

*Game idea from:*

<http://ja.wikipedia.org/wiki/フー・ウォンツ・トゥ・ビー・ア・ミリオネア> (日本語)

[http://en.wikipedia.org/wiki/Who\\_Wants\\_to\\_Be\\_a\\_Millionaire%3F](http://en.wikipedia.org/wiki/Who_Wants_to_Be_a_Millionaire%3F)

## 23 Figure It Out

**Target:** Vocabulary

**Time:** 10+ minutes

**Materials:**

- ✓ Two chairs facing each other
- ✓ Vocabulary cards
- ✓ Stop watch
- ✓ (optional) buzzard (a smart phone or iPod works!)

**Procedure:**

1. Put two chairs in the front of the class room. Divide the class into two groups
2. A member from each group will sit in one of the chairs. One of the players will receive a stack of vocabulary cards. The student who has the vocabulary cards has to describe each card to the other player **WITHOUT** using the word written.
3. The other player tries to figure out as many vocabulary words as possible within a minute. The player who is trying to figure out the word can skip it if they cannot figure out the word (they must try before skipping it!)

Ex. *Student A: Every morning you eat this!*

breakfast
-----------

*Student B: Bread*

*Student A: What is the time you eat bread called?*

*Student B: Breakfast!*

4. Set the timer for a minute before the players start. You can press a buzzer when the time runs out.

**Variations:** To make the game easier, the teacher can explain and write certain words or phrases on the board the students can use. For example: "What is it called when..." "This is used when..." "...has a similar meaning" etc. Also the teacher can divide the entire into pairs and each pair can play at the same time (without helping other pairs)

**Another version:** Other group members can be involved if desired. For example, if the player who has the vocabulary cards doesn't know the meaning, they can ask their group members to help them explain the word. Also if the player who is guessing the word can't figure it out, they can also ask their group members for help.

**Notes:** The player who has the vocabulary cards can ask the teacher for help if they don't know the word well.

This is a great game to review the lesson's vocabulary!

## **24** Karuta

**Target:** Vocabulary  
**Time:** 10+ minutes  
**Materials:** ✓ Vocabulary cards

**Procedure:**

1. Put students in groups of 4 or more. Give each group a stack of vocabulary cards (cards could have an English or Japanese word, or a picture).
2. Have the students spread the cards out, face up on the desk. Call out the cards randomly, one by one. After each word, the first student to slap the card gets to keep it. At the end, the student with the most cards wins.

**Variations:** A variation of this game is called Fly Swatter. Using a projector, the teacher projects onto the whiteboard a wall full of vocabulary words, randomly spaced. The class is divided into two teams. Each team takes turns sending up one representative to battle each other. Once at the front of the class, they are given a fly swatter. The first student to slap the correct word wins a point for their team. Going around the team student by student ensures that each student has an opportunity to play.

**Notes:** This game can get rowdy.

## 25 Pictionary

**Target:** Vocabulary

**Time:** 10 minutes+

**Materials:**

- ✓ Blackboard
- ✓ Markers
- ✓ English material (ex: vocabulary)
- ✓ (optional) a stuffed animal or something easy to throw around the room



**Procedure:**

1. Divide the class into groups and then explain the rules of the game.
2. Decide which group goes first. A student from that group will come to the front of the room and choose a vocabulary word. After choosing a word, the student will draw a picture on the board describing the word they chose. The player cannot say anything!
3. Students from the player's group will have an opportunity to guess first. If no one from the player's group can guess the answer, students from the other groups will have an opportunity to answer.

Ex.

Sierra Leone

*Group A: Diamonds!.....Children!....War!.....?*

*Group B: Africa!...*

*Group C: Serra Leone!*

4. The player can keep drawing as the students are guessing.

**Variations:** The difficulty depends on the theme. This game may also work for grammar or other English related materials.

**Notes:** Make sure the player doesn't speak! To keep the students from speaking out of turn, groups can throw a stuffed animal or something to each group when it's their turn.



## 26 Vocab Rush!

- Target:** Vocabulary
- Time:** 10+ minutes
- Materials:**
- ✓ Vocabulary words or phrases
  - ✓ Two chairs
  - ✓ Blackboard (or paper)
  - ✓ Markers
  - ✓ (optional) 2 Balls or stuffed animals for each team to throw around
  - ✓ (optional) Stopwatch

- Procedure:**
1. Split the class into two groups. After the class is split into two, one player from each team stands up and comes to the front of the classroom and sits down on two chairs that are facing away from the board and towards the class. The students sitting in front of the class have the stuffed animal or ball first. The teacher writes down a vocabulary word on the board (that the two players can't see) and the two groups have to explain the word to the two players. When one of the two players says the correct word, he/she throws something (like a stuffed animal) to another student in their group to take their place in front of class. The person on the other team has to continue sitting in front of the class until they guess the right answer to one of the words.
  2. Set a time limit (like 5 or 10 minutes) for the game. You can also keep points for each team

Ex.

*Class: Almost everyone has one of these!*

Cell phone

*Student 1: A bicycle?*

*Class: No! You can't ride this. You use this to communicate!*

*Student 2: A computer!*

*Class: Close! You can carry it in your pocket...*

*Student 1: A cell phone!*

**Variations:** The level of difficulty depends on the vocabulary

**Notes:** Make sure the students in the audience do not say the word on the board to the two players. Great game to review vocabulary.

## 27 Don't Say Yes or No!



**Target:** 10 Minute Game(Conversation)  
**Time:** 10 minutes  
**Materials:** ✓ Coins or small items (paper works!)

- Procedure:**
1. Pass out coins, paper, or small items of some sort
  2. Explain the rules of the game to the student. The students will stand up and start conversations with other students in class. They can talk about whatever they want – however – they cannot answer each others' questions with "yes" or "no." The point is for the students to try and trick each other. If a student accidentally says "yes" or "no," the student has to hand over their coin/paper/small item to the other student. Great way to practice conversation while having fun!  
Ex. *Student A: Have you been abroad before?*  
*Student B: ...I want to go to France, but I haven't been yet.*
  3. After 10 minutes or however long you play, ask the students who collected the most coins/paper/etc. The student who has the most wins!

**Variations:** The teacher can give the students a theme. For example, the weather, their weekend plans, or the lesson's theme.

**Notes:** Remember to make sure that students don't say "yes" or "no."

## 28 Numbered Heads

**Target:** 10 Minute Game(General review)

**Time:** 5+ minutes

**Materials:** ✓ No materials

- Procedure:**
1. Put students in groups (groups 4 and above work best). Have students number off (in a group of 4, each student would be a number from 1 to 4).
  2. Have Student 1 stand up. Ask a review question. The first Student 1 to raise their hand (or any other action you choose) will answer the question. If they get it right, they get to sit down, and Student 2 for that group stands up.

Ex. *What is 犬 in English?*

Student 1 in Group 2 raises their hand first.

*In English, 犬 is dog.*

Student 1 in Group 2 sits down, and Student 2 stands up.

**Variations:** There are many variations for this game, but here is a common one:

1. Put students in groups (groups 4 and above work best). Have the whole class number off (if the class has 30 students, each student should be a number from 1 to 30).
2. Ask a review question. Give students 30 seconds to discuss it with their group.
3. Call a number (again, if the class has 30 students, call a number between 1 and 30). The student with that number must answer the question.

Ex. *What is 犬 in English?*

30 seconds... (students are discussing the answer)

24!

Student 24 stands up.

*In English, 犬 is dog.*

**Notes:** This game can be made into a point-system game as well.

## 29 Charades



- Target:** 10 Minute Game(Grammar)
- Time:** 10+ minutes (depends on class size)
- Materials:**
- ✓ (S.P. tense, P.C. or P.P. tense) cards that (you) the teacher has made
  - ✓ Extra paper (if the students need it)

- Procedure:**
1. The teacher divides the class into pairs.
  2. After the class is divided into pairs, the teacher gives each pair a card with the action the pair has to act out. Give the pair a minute to read the card. Ask the students if they have any questions about their card.
  3. Once the pairs understand their card, each pair comes to the front of the classroom and acts out their card without speaking. The audience (the students watching) must work together to figure out what the pair is acting out. The audience should guess the answer **ONLY** using complete sentences.
  4. The teacher referees between the pair and the audience without giving away the answer. The teacher keeps track of time, checks for correct grammar, and decides who guessed the right answer first.

*Easy Mode: S.P. tense example:*

Student A & B finished eating  
and left the room

*P.C. tense:*

Student A & B are taking a  
shower

*Hard Mode: P.P. example:*

Student A had already  
washed his/her teeth by the  
time student B arrived.

**Variations:** The level of difficulty depends on the grammar, the vocabulary and how specific the instructions on the cards are. You can also have the students make the sentences for the cards before playing the activity the same day or as homework.

**Notes:** It's helpful for the teacher to tell the students in the audience if they're getting hot or cold. It's okay to say, "You're getting closer!" or just "hotter!" "colder!" to the audience.

Students can also be divided into small groups if the class size is too big.

## 30 Think-Pair-Square

**Target:** 10 Minute Game(Hook)  
**Time:** 5+ minutes  
**Materials:** No materials



**Procedure:**

1. Choose a question, topic, or issue (the topic should be related to the next activity). The question should be thought-provoking (not a yes/no question), and ideally it should be opinion-based.

Ex. The next activity is about water pollution

Questions: *Where does water pollution come from?*

*What are some ways we can reduce it?*

The next activity is about a Nobel Peace Prize recipient

Questions: *Why do people receive the Nobel Peace Prize?*

*If you got the Nobel Peace Prize, what would you do?*

2. Break the students into groups of 4. Ask each student to think about the question on their own, and write down a couple points. Within each group, give students a number from 1-4. 1 and 2 make a pair, and 3 and 4 make a pair. Within these pairs, the two students share their ideas. They can come together to make one answer, or use each others ideas to develop their own. Give them about 2 minutes to think, and 2 minutes to talk.
3. After 4 minutes, bring the group back together. Have all four members share their ideas with each other. Have them write their ideas down under their original ideas, and collect the paper.
4. Optional: Have the groups share their answers with the class.

**Variations:** See “[21](#) Think-Pair-Square (Reading)” for a longer version to be used after reading a passage.

**Notes:** Giving the students some example answers can help start the thinking process.

## **31** All Mixed Up

**Target:** 10 Minute Game(Hook)

**Time:** 5+ minutes

**Materials:** ✓ Markers  
✓ paper

**Procedure:** 1. Write a sentence on the board mixing up the letters in each word.

2. Students have to rewrite the sentence with the words spelt correctly.

Ex.

Original sentence: *A big typhoon is coming this weekend!*

After mixing the letters: *A igb pyhoton si omcngi hist ewekned!*

**Variations:** To make it more difficult, you can also change the word order.

Ex.

Original sentence: *A big typhoon is coming this weekend!*

After mixing the letters and word order:

*pyhoton igb si ewekned omcngi hist A !*

You can also give the students the topic. For example, the weather, sports, weekend plans, or something related to the lesson.

**Notes:** Great warm-up or hook, especially if you make it relevant to the lesson or the students' interests.

## 32 Practicing Pronunciation Using Proverbs



- Target:** 10 Minute Game(Pronunciation)
- Time:** 10+ minutes
- Materials:**
- ✓ A list of proverbs
  - ✓ A stuff animal or ball for throwing

- Procedure:**
1. Pass out a copy of the proverbs to everyone in class
  2. Give the students a couple of minutes to read the list
  3. The teacher starts off the activity by reading the first proverb. After reading the proverb, the teacher explains what sound(s) are being emphasized (consonant or vowel, e, ee, ea, au, ar, o, aw, oa, oy, ear, p, sh, r, tr, th, l, etc...)
  4. After the teacher finishes reading and explaining the first proverb, s/he throws the ball to a student who reads the next proverb and then explains what sound is being emphasized.  
Ex.        A: *"Fair feathers make fair fowls." I think the letter 'f' is the most important letter. \*Throws the ball to the next random person.\**  
              B: *"Finders keepers, losers weepers." The letters 'e' and 'r' are the most important to pronounce."*

**Variations:** The level of difficulty depends on the proverbs. To make it more fun, the teacher can use music while the students are throwing around the ball. When the teacher stops the music, the student holding the ball must say the next proverb.

**Notes:** This activity can be applied to "33 Telephone" as well. Also to keep the rhythm steady, the teacher can clap her hands or use a metronome to keep the tempo steady as the students read the proverbs.



## Vowels:



## Proverb List!

- A friend in **need** is a friend **indeed**.
- Every **bullet** has its **billet**.
- A good wife and **health** is a man's best **wealth**. / East and **west**, home is best.
- A drowning man will **catch** at a **straw**.
- He **laughs** best who **laughs** last.
- He who has an **art** has everywhere a **part**.
- A little **pot** is soon **hot**. / A **spot** is most seen on the finest **cloth**.
- New **lords**, new **laws**. / **Walls** have ears.
- One man beats the **bush**, another man catches the **bird**.
- Well **begun** is half **done**.
- **Finders** keepers, **losers** weepers.
- Kind **words** are the music of the **world**. / The **early** bird catches the **worm**.
- **Haste** makes **waste**.
- Little **strokes** fell great **oaks**. / As you **sow** you shall **mow**.
- Good advice is beyond price. / **Might** makes **right**.
- An **ounce** of discretion is worth a **pound** of learning.
- No **joy** without **annoy**.
- Constant dripping **wears** away a stone.

## Consonants:

- **Penny** wise, **pound** foolish./ **Practice** makes **perfect**.
- There is nothing which has been **bitter** before **being** ripe.
- **Time** and **tide** wait for no man.
- A **bird** in **hand** is worth two in the **wood**. / Every **dog** has his **day**.
- **Care** killed the **cat**.
- A **good** name is better than a **golden** **girdle**.
- **Fair** feathers make **fair** **fowls**. / Birds of a **feather** **flock** together.
- **Even** the weariest **river** winds somewhere safe to sea.
- **Something** is better than **nothing**. / Birds of a **feather** **flock** together.
- **Least** said, **soonest** mended. / More **haste**, **less** **speed**.
- A **lazy** youth, a **lousy** age.
- No **sunshine** but hath some **shadow**. / Better be **sure** than **sorry**.
- **Labor** is often the father of **leisure**.
- **Work** has bitter **root** but sweet **fruit**.
- There is no **royal** road to learning.
- It is **hard** to be **high** and **humble**. / Do on the **hills** as you would do in the **hall**.
- Everybody has his **merits** and **faults**.
- No garden without its **weeds**.
- Do not count your **chickens** before they are **hatched**.

- Every **J**ack has his **J**ill.
- **T**ry before you **t**rust.
- Better be **d**runk than **d**rowned.
- A **m**iss is as good as a **m**ile. / **M**any a little **m**akes a **m**ickle.
- A stitch **i**n time saves **n**ine.
- **S**eeing is believ**i**ng. / Every**t**hing must have a beginning**g**.
- **L**ook before you **l**eap. / A cracked **b**ell can never sound well**l**.
- **W**illful **w**aste makes **w**oeful **w**ant. / **W**here there is a **w**ill, there is a **w**ay.

## Source for proverb list:

The internet TESL Journal: <http://iteslj.org/Lessons/Yang-Proverbs.html>

### **33 Telephone**



**Target:** 10 Minute Game(Pronunciation)  
**Time:** 5+ minutes  
**Materials:** ✓ Pre-prepared sentences or phrases

**Procedure:**

1. Divide the class into two lines, leading from the back of the class to the front.
2. Go to the back of the line. Whisper the sentence or phrase into the ear of the last student in each line. They must whisper it to the student next to them, and so on.
3. When the sentence/phrase reaches the first student of each line, they must say out loud what they heard. If it matches the original sentence/phrase, that team gets a point!

**Variations:** To help the first student, it is also possible to show them the sentence on written paper.

**Notes:** This is a good warm up!

## 34 Figure It Out

**Target:** 10 Minute Game(Vocabulary)

**Time:** 10+ minutes

**Materials:**

- ✓ Two chairs facing each other
- ✓ Vocabulary cards
- ✓ Stop watch
- ✓ (optional) buzzard (a smart phone or iPod works!)

**Procedure:**

1. Put two chairs in the front of the class room. Divide the class into two groups
2. A member from each group will sit in one of the chairs. One of the players will receive a stack of vocabulary cards. The student who has the vocabulary cards has to describe each card to the other player **WITHOUT** using the word written.
3. The other player tries to figure out as many vocabulary words as possible within a minute. The player who is trying to figure out the word can skip it if they cannot figure out the word (they must try before skipping it!)

Ex. *Student A: Every morning you eat this!*

breakfast
-----------

*Student B: Bread*

*Student A: What is the time you eat bread called?*

*Student B: Breakfast!*

4. Set the timer for a minute before the players start. You can press a buzzer when the time runs out.

**Variations:** To make the game easier, the teacher can explain and write certain words or phrases on the board the students can use. For example: "What is it called when..." "This is used when..." "...has a similar meaning" etc. Also the teacher can divide the entire into pairs and each pair can play at the same time (without helping other pairs)

**Another version:** Other group members can be involved if desired. For example, if the player who has the vocabulary cards doesn't know the meaning, they can ask their group members to help them explain the word. Also if the player who is guessing the word can't figure it out, they can also ask their group members for help.

**Notes:** The player who has the vocabulary cards can ask the teacher for help if they don't know the word well.

This is a great game to review the lesson's vocabulary!

## **35** Karuta

**Target:** 10 Minute Game(Vocabulary)

**Time:** 10+ minutes

**Materials:** ✓ Vocabulary cards

**Procedure:**

1. Put students in groups of 4 or more. Give each group a stack of vocabulary cards (cards could have an English or Japanese word, or a picture).
2. Have the students spread the cards out, face up on the desk. Call out the cards randomly, one by one. After each word, the first student to slap the card gets to keep it. At the end, the student with the most cards wins.

**Variations:** A variation of this game is called Fly Swatter. Using a projector, the teacher projects onto the whiteboard a wall full of vocabulary words, randomly spaced. The class is divided into two teams. Each team takes turns sending up one representative to battle each other. Once at the front of the class, they are given a fly swatter. The first student to slap the correct word wins a point for their team. Going around the team student by student ensures that each student has an opportunity to play.

**Notes:** This game can get rowdy.

## 36 Pictionary



**Target:** 10 Minute Game(Vocabulary)

**Time:** 10 minutes+

**Materials:**

- ✓ Markers
- ✓ English material (ex: vocabulary)
- ✓ (optional) a stuffed animal or something easy to throw around the room

**Procedure:**

1. Divide the class into groups and then explain the rules of the game.
2. Decide which group goes first. A student from that group will come to the front of the room and choose a vocabulary word. After choosing a word, the student will draw a picture on the board describing the word they chose. The player cannot say anything!
3. Students from the player's group will have an opportunity to guess first. If no one from the player's group can guess the answer, students from the other groups will have an opportunity to answer.

Ex.

Sierra Leone



*Group A: Diamonds!.....Children!....War!.....?*

*Group B: Africa!...*

*Group C: Serra Leone!*

4. The player can keep drawing as the students are guessing.

**Variations:** The difficulty depends on the theme. This game may also work for grammar or other English related materials.

**Notes:** Make sure the player doesn't speak! To keep the students from speaking out of turn, groups can throw a stuffed animal or something to each group when it's their turn.

## 37 Snowman

- Target:** 10 Minute Game(Vocabulary)  
**Time:** 10+ minutes  
**Materials:** ✓ Markers  
✓ Vocabulary list

- Procedure:**
1. Divide the class into groups of pairs. After the groups/pairs are decided, Team A to the front of the classroom and look at the vocabulary list.
  2. Once the Team A decides on a word, they have to count the letters in the word and draw the same number of blanks on the board.

*Example with one word: School    \_ \_ \_ \_ \_    S c h o o!*

*Example with a phrase: English is fun!    \_ \_ \_ \_ \_ / \_ / \_ \_ \_!*

3. Other teams have to guess the word or phrase on the board by asking,  
“Does the word/phrase have the letter \_\_\_?”  
If the team guesses a letter that is in the word, then Team A writes the letter in the correct space.

Ex.        *Team B: Does the word have the letter ‘c’?*

*Team A: Yes, it does! \*writes the c in school on the board\**

*\_ c \_ \_ \_ \_*

4. However, if the team guesses a wrong letter, Team A has to draw a piece of a snowman. You can decide how many mistakes the class can make before they lose. (usually around 10 mistakes are allowed)

Ex.        *Team B: Does the word have the letter ‘p’?*

*Team A: No, sorry! \*draws a piece of the snowman\**



After a team guesses a wrong letter, the letter is written on the board so it won't be guessed again.

- Variations:** The teacher can decide on the word or phrase for the group/pair. Also, the teacher can keep score so there can be a winner!

- Notes:** The class can review the vocabulary or other materials first if necessary. Great for reviewing class material, like vocabulary, English phrases, songs, or even book titles!



## 38 Vocab Rush!

**Target:** 10 Minute Game(Vocabulary)

**Time:** 10+ minutes

**Materials:**

- ✓ Vocabulary words or phrases
- ✓ Two chairs
- ✓ Markers
- ✓ (optional) 2 Balls or stuffed animals for each team to throw around
- ✓ (optional) Stopwatch

**Procedure:**

1. Split the class into two groups. After the class is split into two, one player from each team stands up and comes to the front of the classroom and sits down on two chairs that are facing away from the board and towards the class. The students sitting in front of the class have the stuffed animal or ball first. The teacher writes down a vocabulary word on the board (that the two players can't see) and the two groups have to explain the word to the two players. When one of the two players says the correct word, he/she throws something (like a stuffed animal) to another student in their group to take their place in front of class. The person on the other team has to continue sitting in front of the class until they guess the right answer to one of the words.

2. Set a time limit (like 5 or 10 minutes) for the game. You can also keep points for each team

Ex. *Class: Almost everyone has one of these!*

Cell phone

*Student 1: A bicycle?*

*Class: No! You can't ride this. You use this to communicate!*

*Student 2: A computer!*

*Class: Close! You can carry it in your pocket...*

*Student 1: A cell phone!*

**Variations:** The level of difficulty depends on the vocabulary

**Notes:** Make sure the students in the audience do not say the word on the board to the two players. Great game to review vocabulary.





## 39 Charades

- Target:** 10 Minute Game(Warm-up)
- Time:** 10+ minutes (depends on class size)
- Materials:**
- ✓ (S.P. tense, P.C. or P.P. tense) cards that (you) the teacher has made
  - ✓ Extra paper (if the students need it)

- Procedure:**
1. The teacher divides the class into pairs.
  2. After the class is divided into pairs, the teacher gives each pair a card with the action the pair has to act out. Give the pair a minute to read the card. Ask the students if they have any questions about their card.
  3. Once the pairs understand their card, each pair comes to the front of the classroom and acts out their card without speaking. The audience (the students watching) must work together to figure out what the pair is acting out. The audience should guess the answer **ONLY** using complete sentences.
  4. The teacher referees between the pair and the audience without giving away the answer.

*Easy Mode: S.P. tense example:*

Student A & B finished eating  
and left the room

*P.C. tense:*

Student A & B are taking a  
shower

*Hard Mode: P.P. example:*

Student A had already  
washed his/her teeth by the  
time student B arrived.

**Variations:**

The level of difficulty depends on the grammar, the vocabulary and how specific the instructions on the cards are. You can also have the students make the sentences for the cards before playing the activity the same day or as homework.

**Notes:**

It's helpful for the teacher to tell the students in the audience if they're getting hot or cold. It's okay to say, "You're getting closer!" or just "hotter!" "colder!" to the audience.

Students can also be divided into small groups if the class size is too big.

## **40** All Mixed Up

**Target:** 10 Minute Game(Warm-up)

**Time:** 5+ minutes

**Materials:**

- ✓ Blackboard
- ✓ Markers
- ✓ paper

**Procedure:**

1. Write a sentence on the board mixing up the letters in each word.

2. Students have to rewrite the sentence with the words spelt correctly.

Ex.

Original sentence: *A big typhoon is coming this weekend!*

After mixing the letters: *A igb pyhoton si omcngi hist ewekned!*

**Variations:** To make it more difficult, you can also change the word order.

Ex.

Original sentence: *A big typhoon is coming this weekend!*

After mixing the letters and word order:

*pyhoton igb si ewekned omcngi hist A !*

You can also give the students the topic. For example, the weather, sports, weekend plans, or something related to the lesson.

**Notes:** Great warm-up, especially if you make it relevant to the lesson or the students' interests.

We hope that you and your students enjoy using these games in class.



*“Education’s purpose is to replace an empty mind with an open one.” – Malcolm Forbes*

