

EASY TOOLS

How to teach foreign languages
to adults without a textbook

100
GAMES



Co-funded by
the European Union

EASY TOOLS

How to teach foreign languages to adults without a textbook

The book was created as part of the ERASMUS project 'TRAINING: EASY TOOLS FOR FOREIGN LANGUAGES EDUCATORS'.

Organizations that took part in the project:

EduVita (Italy), GAME LANGUAGE CENTRE (Estonia), MTÜ EVENTUS UNA (Estonia), SOLSKI CENTER SLOVENSKE KONJICE-ZRECE (Slovenia) WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (Germany), Pučko otvoreno učilište Adeptio (Croatia), Escuela Oficial de Idiomas Estepona (Spain).

Moderator: Aleksei Razin

Project manager: Oleg Vares

Authors: Tihana Radmanić, Kristina Giacometti, Mareike Betz, Juan Antonio Ortiz Cantos, Nataša Uskoković, Anja Švab Podkubovšek, Ana Flores, Natalia Kazantseva, Roberto Franco, Nadezhda Marinaki, Jelena Carter, Olga Mjod, Arina Makarenko, Aleksei Razin, Luigi Di Castri.

Editor: Luigi Di Castri

Layout: Ilya Band

Photographers: Yauheni Mialik, Alexander Guzhov.

Special thanks to andragogue Andrea Annus (Tallinn University) for further training within the framework of this project.

Contact information: info@gamekeskus.ee

The book is for free distribution
Tallinn 2024

ERASMUS Grant Agreement No.:
2023-2-EE01-KA210-ADU-000179098

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

AUTHORS



**Oleg
Vares**



**Roberto
Franco**



**Nataša
Uskoković**



**Tihana
Radmanić**



**Ana
Flores**



**Juan Antonio
Ortiz Cantos**



**Arina
Makarenko**



**Luigi Giovanni
Di Castri**



**Nadežda
Marinaki**



**Kristina
Giacometti**



**Jelena
Carter**



**Natalia
Kazantseva**



**Aleksei
Razin**



**Anja Švab
Podkubovšek**



**Mareike
Betz**



**Olga
Mjod**

How to teach foreign languages to adults without a textbook?

Adults studying foreign languages are accustomed to working with a textbook. They read texts, become familiar with grammar, complete assignments, and memorise dialogues.

We wondered what would happen if the teacher asked the students to close the book for a while. What additional tasks, games and activities might be offered? What alternative work tools would be needed?

Here is a collection of games for which the teacher will need only 6 tools: a ball, markers, paper, paper tape, rope and scissors.

These tools, available to every teacher, will fit into a small box. For some time now we have been calling this a “magic box” because - thanks to the box and the book = you can play 100 educational games!

To make the book easy to use we divided the games into five chapters and categories:

1) Energizer games, 2) Vocabulary games, 3) Grammar games, 4) Writing games and 5) Speaking games. Each type of game has its own aim. Below, you can familiarize yourself with the description of the types of games and their features in more detail.

Also on the YouTube channel you will find inspiring videos where the participants of the project talk about the games described in the book. The link to the video collection is available via QR code.



Direct link to YouTube channel:
www.youtube.com/@gamekeskus4017/videos

Wishing you inspiring lessons!

Description of types of games

1. ENERGIZER GAMES

The aim of these brief warm-up activities, ranging from 5 to 15 minutes, is to bring energy, movement, and fun into the lesson. Designed for simplicity, these games ensure that every student participates, feels inspired, and becomes motivated for future tasks.

2. VOCABULARY GAMES

The objective of these games is to learn new words and activate the group's passive vocabulary. They encourage students to retrieve the words they studied in recent lessons and integrate them into various activities.

3. GRAMMAR GAMES

The grammatical structure of every language is unique. However, every language must have the means for conveying important information; for example, it must be able to explain whether something is happening now, occurred in the past, or will occur in the future. In this section, we share games for practising grammatical language structures.

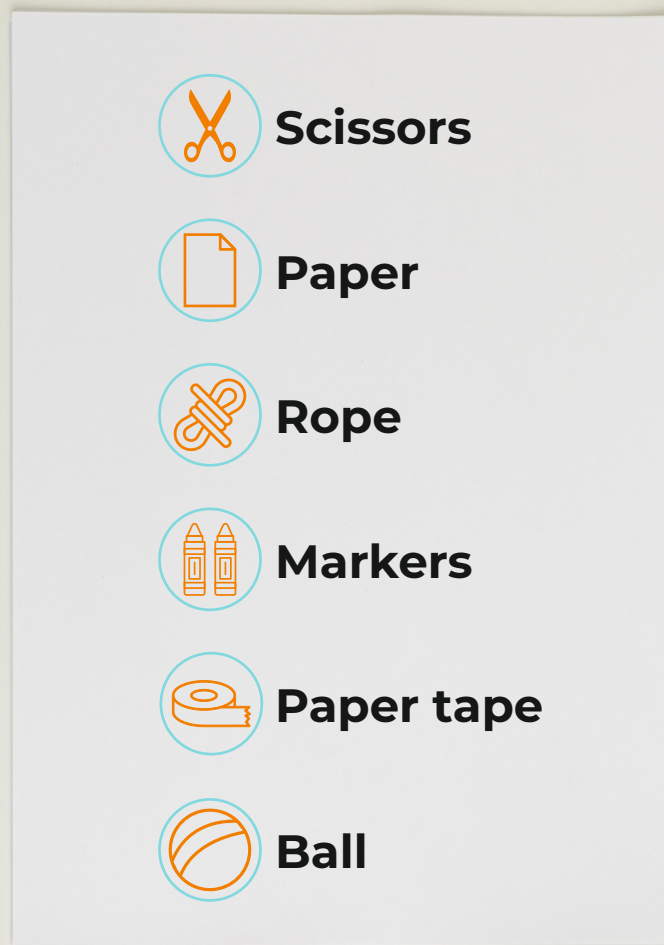
4. WRITING GAMES

These games are dedicated to enhancing students' writing skills through structured and engaging exercises. These writing tasks build upon the vocabulary and grammatical structures learned earlier, encouraging students to apply their knowledge in written form.

5. SPEAKING GAMES

These games provide students with a platform to unleash their linguistic creativity by crafting action-packed stories and unpredictable dialogues. Combining language skills, vocabulary knowledge, and grammar, these games foster fluid communication where students rapidly exchange lines of dialogues and construct compelling narratives.

For all 100 games you need 6 tools only:



ENERGIZER GAMES

	page
1. Word Relay Race	8
2. Two Truths and a Lie	8
3. Blindfold	8
4. Sports Pantomime	9
5. Interview Rope	9
6. Grammar Quest	10
7. Jumpy Statements	10
8. Spot the Mistake	11
9. Three Rivers	11
10. Link the Words	12
11. My Name is...	13
12. Oh, That's Nothing	13
13. Where Does It Live?	14
14. Mood T-Shirt	14
15. Action Hot Sat	15
16. Be the First	15
17. Carousel	16
18. Number Line	16
19. Write the Word with the Body	17
20. Who stays?	17

VOCABULARY GAMES

	page
21. Homophones & Homographs	20
22. Spelling Bee competition	20
23. Mannequin and body parts	21
24. Two lines	21
25. Guess who, guess what	22
26. Word Memory	23
27. Letter pearls - word beads	24
28. Where's your left thumb?	25
29. Let's go postering	26
30. Hunting for words	26
31. Synonym Card Game	27
32. Building sentences	27
33. The 3 Posketeers	28
34. Word snake	28
35. Guess who or what	29
36. Crossing the river	29
37. Auto-correct game	30
38. Cylinder phone	30
39. In the spotlight	31
40. Mind the gap	31

GRAMMAR GAMES

	page
41. Comparative Trio Challenge <i>Comparatives/superlatives</i>	33
42. If I were... <i>Conditional</i>	33
43. What do we have in common? <i>Simple questions</i>	34
44. Find a match <i>Nouns: singular or plural</i>	35
45. Olympics <i>Collocation of pronouns and verbs</i>	35
46. Travelling around the world <i>Where, to, from</i>	35
47. Spin the routine <i>Adverbs of frequency</i>	36
48. Mind-reading circle <i>Ordinals</i>	36
49. Preposition Stories <i>Prepositions</i>	37
50. Word Formation <i>Word Formation</i>	37
51. Silly Questions & Answers Wheel <i>Questions and Answers</i>	38
52. Live sentences <i>Word order in a sentence</i>	38
53. Act it out! <i>Imperatives</i>	39
54. Fishing for nouns <i>Nouns</i>	39
55. Find a the! <i>Articles: using A and THE</i>	40
56. Put it... <i>Prepositions</i>	41
57. Contraction surgery <i>Sentence Word Order (Syntax)</i>	41
58. Prepositional Teacher <i>Prepositions</i>	42
59. Linguistic Rope <i>Sentence formation</i>	42
60. "Good – better – the best seller" <i>Adjectives, comparatives, superlatives</i>	43

WRITING GAMES

	page
61. Story Chain	45
62. Writing	45
63. How Did it all Begin?	45
64. Rope Story	46
65. Word Spider	47
66. Tell me a story	47
67. Question Trail	48
68. Idioms	48
69. Unvoiced battle	49
70. Updated fairy tales	49
71. Robinson Crusoe	50
72. Five sentences	50
73. Reviews	50
74. Acrostics	51
75. Time-machine prediction	51
76. Master Chef	52
77. It's not my fault	52
78. Dead or alive?	53
79. Front Page	53
80. Say yes!	54

SPEAKING GAMES

	page
81. Yes but...	56
82. Logical/Illogical	56
83. Opinion Ball	56
84. Who or what am I?"	57
85. The character clothesline	57
86. Point of View (POV)	58
87. Finish the story	58
88. Speed Dating	59
89. W-Story	59
90. Think outside the box!	60
91. Arguing the toss	60
92. Picasso	60
93. Chronological Line-Up	61
94. I'm the only one who...	61
95. Beautiful words clothesline	62
96. TV bowling	62
97. Meeting	63
98. In the shop	63
99. The blind walk	64
100. In a Taxi	64

The background features a repeating pattern of white, stylized geometric shapes on a light blue background. These shapes include various forms of circles, arcs, and thick lines that interlock and overlap, creating a complex, maze-like visual texture. The overall effect is clean, modern, and energetic.

ENERGIZER GAMES

1. Word Relay Race

Description:

Split the class into small teams depending on the number of students.

Place the (pre-prepared) slips of paper somewhere in the classroom that all players can reach easily.

The first student from each team runs to the pile, picks a word, brings it back to their team and, keeping it hidden, describes the word to their teammates.

When the word is guessed, the slip of paper is put aside, and the next student in the group takes their turn.

Once all the words are gone the winning group is the one with the most words.

Time:

10 min

Tools needed:



Slips of paper with words prepared by the teacher

2. Two Truths and a Lie

Description:

The teacher tosses the ball to a student.

The student with the ball says two truths and a lie and throws the ball.

The student who catches it has to guess which one is the lie.

The catcher repeats the cycle.

Time:

10 min

Tools needed:



3. Blindfold

Description:

A rope is placed on the floor in a shape of a circle.

Students stand around the circle.

The teacher explains the rules.

Teacher draws a shape on the whiteboard: a square, for example.

The students need to form this shape with the rope.

The students are then blindfolded.

The teacher (optionally) sets a timer.

The students work together to form the new shape (in this example, a square) with the rope. They must determine where the four corners will be, and set the rope with equal-length sides. This needs clear communication and collaboration.

When they are satisfied they have finished, they remove the

Time:

10-20 min

Tools needed:



blindfolds and check their success.
The teacher draws a new shape and the cycle repeats.

Options:

Larger classes can be split into teams with the same or different shapes, and it can be a competition.

The class can go through the letters of the alphabet.

Each team could prepare their own task-shape, put it in an envelope and pass it to the other team, exchanging tasks.

4. Sports Pantomime

Description:

Write names of different sports on small pieces of paper.

Distribute the papers without showing the words.

Students take turns to demonstrate the games for the others to guess.

Option: the students write the games themselves.

Time:

10 min

Tools needed:



5. Interview Rope

Description:

Divide students into pairs facing each other.

Give a section of rope to each pair. Each student holds one end of the rope.

The students in each pair take turns to ask each other questions such as:

- Have you ever been to Africa?
- What is your favourite colour?

Both students answer the question. If they both answer yes they each wrap a circle of rope around their arm so that the rope shortens.

Limit the number of questions to 6 or 8.

The pair that is closest to each other at the end of the game wins.

Option: teacher asks the questions and all students answer.

Time:

15 min

Tools needed:



Rope cut into enough sections for the number of pairs of students. Allow plenty of rope.

6. Grammar Quest

Description:

Use the paper tape to create "stations" on the floor in the shape of circles, squares or other shapes.

Teacher writes a grammar challenge on a piece of paper at each station. Examples are: "form the past tense of a verb," "turn an adjective into its comparative form" and so on.

Students stand in a circle and pass the ball around while the teacher counts to 5 or 10.

When the number is reached the student holding the ball selects a station. The teacher supplies the verb or adjective etc., the student completes the task.

Options: use the pieces of paper as stations instead of shapes. Divide the students into teams. Students create the questions and supply the missing items instead of the teacher.

Time:

10 min

Tools needed:



7. Jumpy Statements

Description:

Students stand in a line facing the teacher, leaving space either side of the line.

The teacher calls out various statements such as blue eyes, wearing a dress, wearing trousers, hair elastics, freckles, dark hair, earrings, glasses and so on.

For each student, if the answer is yes they jump to the right, if no they jump to the left.

The teacher stops after the desired time.

The students share positive wishes!

Options: statements can be tailored to themes; the speed can be altered; the students can take turns to make the statements.

Time:

10 min

8. Spot the Mistake

Description:

Use the rope to make a large circle on the classroom floor.

The students stand in a circle outside the rope.

The teacher says a sentence which is either correct or has a grammar, vocabulary or pronunciation error. (The teacher should provide a good mix!)

Each student steps inside the circle if they think the sentence is correct, otherwise they stay outside.

The teacher states whether or not the sentence is correct.

Students who made a mistake are eliminated and must sit outside the game area.

Students who get it right continue playing.

The game continues until there is only one student left or the time has expired.

Options: teacher asks students to explain why the wrong sentences are wrong and to explain their own mistakes. Vocabulary and grammatical structures can be suitably challenging to help build these skills.

Watch the video 



Time:
10 min

Tools needed:



9. Three Rivers

Description:

The teacher lays pieces of paper on the floor in a line to form a river bank.

Parallel to the river bank the teacher lays two lengths of rope in parallel to form three rivers.

The students stand on the river bank.

The river closest to the river bank is the 'Happy' river. The middle river is 'Ok, Satisfied, Neither happy or sad'. The furthest river is 'Sad, in a bad mood'.

The teacher asks questions.

Time:
10 min

Tools needed:



For each question the students jump to the appropriate river depending on their mood.

Sample questions:

- How are you feeling today?
- How does today's weather make you feel?
- How does travelling affect your mood?
- What is your attitude to work?
- What effect does eating chocolate have on you?

Options: the teacher can ask the students to explain their answers, developing their emotional language. The teacher can ask students to write the questions.

10. Link the Words

Description:

A teacher thinks of pairs of words and writes them individually on cards/papers.

Examples are Synonyms: HAPPY/CHEERFUL, SINCERE/HONEST, FUNNY/WITTY; Antonyms: KIND/SPITEFUL, WORRIED/RELAXED, MEAN/GENEROUS; or words connected in other ways like RAIN/FLOOD, FIRE/SMOKE.

The teacher distributes the words to the students and asks them to "Pair Up!"

Students circulate to find the card that forms a pair with their own, discussing possible connections as they go. After all the pairs have been formed, the teacher asks the students about the connection between the words.

Options: students can use the paired words to form sentences, or provide explanations or definitions for the words on the cards.

Watch the video 



Time:
5-10 min

Tools needed:



11. My Name is...

Description:

This is a useful tool for learning the names of students.

The students stand in a circle with the teacher.

Step 1 - The teacher holds the ball and says: My name is _____ then passes or throws the ball to their right. The student catches the ball and says: My name is _____ then passes the ball to their right. Repeat this around the circle a few times.

Step 2 - Instead of saying: My name is _____, pass the ball and say: Your name is _____, and go round the circle a few times.

Step 3 - Now throw the ball across the circle and say: His/her name is _____, and continue.

Step 4 - All move around the classroom, greeting each other by name: Hello X, hello Y.

Option: increase the speed to make it more difficult

Time:

5-10 min

Tools needed:



12. Oh, That's Nothing

Description:

Students stand in a circle.

The teacher asks for (or picks) a volunteer to recount an incredible story. It can be real or imaginary.

The student turns to their left and tells the story loud enough for everyone to hear.

The student on the left says "Oh, that's nothing" and then tells their own story. This continues until everyone has told a story.

The students vote for the most incredible story, and vote for whether it's true or false.

Options: to develop creativity, imagination, and oral expression the stories can be limited to only true or only false, or the class can guess whether stories are true or false. They could also adopt fictional characters.

Time:

10-15 min

13. Where Does It Live?

Description:

Students form a circle. The teacher gives the ball to a student.

The student throws the ball to a teammate and says either 'earth', 'air' or 'water'.

The student who catches the ball must immediately name an animal that lives in the environment named by the thrower. Examples: a snake lives on earth, a shark lives in the sea.

If the catcher makes a mistake s/he is out and leaves the circle. The winner is the last one in the circle.

Option: play for penalty points instead of dropping out so that all students will be active until the end. The student with the fewest penalty points wins.

Time:

10-15 min

Tools needed:



14. Mood T-Shirt

Description:

The teacher gives each student a piece of paper, a pair of scissors and some markers.

Each student cuts out a t-shirt shape from the paper.

The students write a few words describing their mood on the t-shirt and decorate it with colours and/or drawings.

When the time is up each student shows their t-shirt and describes their mood.

Time:

10-15 min

Tools needed:



15. Action Hot Sat

Description:

Everyone sits in a circle but the teacher sits in the 'hot seat'.

Teacher says an action like 'JUMP'.

Everyone says 'jump' and jumps.

Everyone moves one place to the left.

Student in the hot seat says a new action, everyone says the word, performs the action and moves.

Repeat until everyone has been in the hotseat.

Option: can introduce a ball, or rope or other tools to expand the actions.

Time:

5 min

16. Be the First

Description:

Teacher prepares cards or pieces of paper with a new word on one side and a picture representing the word on the other side.

The teacher also has a list of all the words.

The cards are placed picture-side-up on the floor.

Students walk around the cards.

The teacher says one of the words from the list.

The first person to pick up (or stand on) the correct card wins the card.

When all cards are picked up the winner is the person with the most cards.

Options: a student could lead, or the students could select the words and draw the pictures while the teacher compiles the list of all the words.

Time:

5-10 min

Tools needed:



17. Carousel

Description:

Students stand in a circle with a nominated leader in the middle holding a piece of rope.

Leader announces a topic, for example forest, summer, transport.

The leader spins round with the rope at ankle-level. Students jump over the rope. Anyone who fails to jump over it says 3-5 words on the given topic.

Change the leader, pick a new role and repeat.

Options: students say a word as they jump. Anyone who does not clear the rope or cannot think of a word has to perform the penalty (say 3-5 words on the topic).

18. Number Line

Description:

Students form a line in random sequence, standing shoulder-to-shoulder but all facing the same direction.

The aim is to sequence the line in based on birthday or birth month.

Each student takes hold of the rope.

The students question those on either side and then move position until the sequence is correct.

Options: the rope is optional but controls the line and adds fun. A time limit can add to the challenge. Think of other things which can be sequenced with questions like: How many cities/countries have you visited? How far have you travelled to get here?

Watch
the video



Time:
5-10 min

Tools needed:



Time:
5-10 min

Tools needed:



19. Write the Word with the Body

Description:

The teacher thinks of a set of words ideally with the same number of letters in each word.

Students move freely around the room.

At the teacher's signal they divide into teams. Each team has the same number of members as the teacher's words have letters. The members of each team stand shoulder-to-shoulder.

The teacher says a word.

Each team "writes" the word with their bodies. Each student is one letter.

If the number of team members and letters don't match then the team needs to be creative. If there are fewer people than letters then a person must be two letters. If there are more people than letters then more than one person must represent a letter.

Time:

10 min

20. Who stays?

Description:

The teacher makes a rope circle on the floor big enough for three people to stand in and make shapes with their bodies.

Students stand outside the rope.

The teacher picks a student and tells them to think of an object that will be their role.

That student steps into the circle and names the role, for example "I am a tree!" and freezes in a tree pose. The teacher picks another student to step into the circle and name a related role, for example "I am a wolf!" and freeze in a wolf pose. A third person enters and says "I am a mushroom!" and freezes in a mushroom pose.

When the triple composition is made the first player decides which of the other two stays depending on the quality of their pose.

Tools needed:



For example, the mushroom stays while the tree and the wolf leave.

The associative circle begins with the mushroom: the other two come out in turn and name their role. For example: lake, fish. The "mushroom" then decides who stays, and so on.

Options: split into teams; choose vocabulary within a specified area like 'forest' above, or house, kitchen, or any field where there is a collective vocabulary. Let the students choose who is next into the circle. Let them also choose the vocabulary.

The background features a light green grid with various white geometric shapes, including circles, arcs, and stylized letters, creating a complex, maze-like pattern.

VOCABULARY GAMES

21. Homophones & Homographs

Description:

Divide the class into two teams. Each team has a piece of paper. The teacher secretly tells each team one of the words which form the pair of homophones or homographs. E.g. witch and which, pair and pear.

The student writes the word on the piece of paper.

When the teacher says “go” the students need to SILENTLY act out the written word.

The first team that guesses the word correctly gets a point.

The next team member comes to the front and the cycle repeats.

Examples:

Homophones: witch/which, pair/pear, wait/weight, wood/would, no/know, male/mail, one/won, bare/bear, been/bean, aloud/allowed.

Homographs - noun/verb pairs: bar, bark, drink, file, fly, lead, tear
 noun/adjective: firm, minute
 noun/noun: chest, date (also a verb), row (also a verb)

Time:

15 min

Tools needed:



22. Spelling Bee competition

Description:

Very popular for students learning English spelling as their native language or as a second language.

Rules are simple – a word is announced and read aloud, and students have to spell it correctly.

It can be played in different formats:

1. Teacher reads words and students write them down.
2. Students are split into teams and each team's score is added up.
3. Using whiteboard – when somebody reads words (teacher) and a team member from each team comes to spell the word, then the next one, then the next – a joint score for each team will be counted.
4. A student can be selected by throwing a ball, and then the next student throws the ball to select the next one to write.
5. Can be played in pairs, when each student has to prepare a certain number of words (e.g. 5) for their counterpart.
6. To develop students' vocabulary words can be selected from certain topics, e.g. Professions and Tools.

Time:

10-20 min

Tools needed:



23. Mannequin and body parts

Description:

One person serves as a model (Mannequin), the others look up words for body parts, write them on pieces of paper and, with paper tape, stick them to the corresponding body part of the model. The group that finishes first wins.

Time:

10 min

Tools needed:



24. Two lines

Description:

Teacher prepares cards with words. When all the new words on cards are introduced and are more or less familiar to the class, students should be divided into two groups. Each team makes a line standing in front of each other face to face (like against the wall). Teacher stands behind one team and shows a word-card that only the team facing her can see. That team shows the meaning of the word using pantomime until the other team guesses correctly.

Time:

15 min

Tools needed:



Option: The intensity can be increased by playing in smaller groups, making the approach more individual.

25. Guess who, guess what

Description:

- This is a game of associations. The aim of the game is to find the final solution. Students do that by opening different fields in the table and trying to guess the column solution or final solution on the basis of the words in columns.
- Teacher prepares the game of associations in advance.
- Teacher draws a table on the poster/board and marks the table as shown below.

Time:
10 min

Tools needed:



	A	B	C
1			
2			
3			
(Column Solution)			
(Final solution)			

- Teacher invites the student to open one field by saying for example: C3. Teacher then writes the word in the field C3. Students can now try to solve column C or they can try to guess the final solution.
- If students guess the solution to column C, they can try to guess the final solution. If they do not succeed in finding the final solution, students open a new field. They can open fields in any column. Teacher writes the words in the “opened” fields.
- Students continue opening different fields and trying to guess the solution of the column or the final solution.
- This game can be played by all students against the teacher, or students can form two groups and have a competition.

Optionally, students work in groups and prepare association games for other groups to guess. Teacher explains to students that a way to prepare the game is to determine the final solution first and then find three words that are related to this word. Those 3 words are column solutions. Then they have to find 3 words that are related to each of the column solutions.

Example of the association game:

	A	B	C
1	fairy tales	lakes	decorations
2	forest	sky	tree
3	pack	sea	presents
(Column Solution)	WOLF	BLUE	CHRISTMAS
(Final solution)	ESTONIA		

26. Word Memory

Description:

Cut the A4 paper into cards of the same size.

The teacher prepares cards with words. One card is a word in the language being studied, the second card is the translation of this word. This way you can prepare 10-15 pairs with words. The second side of the card is empty. At the beginning of the game, the word-cards lie empty side up.

Students take turns flipping over two cards, trying to find pairs (a word and its translation). If a pair is found, the student keeps the cards and gets another turn. If not, the cards are flipped back over.

The game continues until all pairs are found.

Option: The game can be played thematically, e.g. words related to a specific subject, or words divided by word type: verbs, nouns, adjectives etc.

Time:

15-20 min

Tools needed:



27. Letter pearls – word beads

Description:

Each student draws a table of 8 columns on their sheet of paper. Write these headings for each column: Country, City, Reservoir, Personal name, Clothing (accessories), Food, Plant, Animal.

The teacher decides how many rounds there will be, e.g. 10, then says a letter of the alphabet aloud.

Using that letter, students must write names in each box. The first person to write all the words raises their hand.

Typically, writing time is no longer than 1 minute. Those who have not written a word draw a line in the column. The teacher chooses the next letter and the cycle repeats.

At the end of the game, everyone counts the words. 1 point for each written word. The one with the most points wins. The words and spellings should be discussed aloud.

Example (for the letter L):

Country	City	Reservoir	Personal name	Clothing (accessories)	Food	Plant	Animal
Latvia	Liepāja	Lielupe	Laura	Leggings	Lemon	Lavender	Lion
...	...						

Options: adapt column headings.

Time:
12-15 min

Tools needed:



28. Where's your left thumb?

Description:

1. The teachers have prepared a ball where they have taped pieces of paper (of two different colours) previously cut out and covered it with as many questions or prompts as possible to leave no space on the ball. These questions / prompts can be related to recently studied topics. So questions will be written in a different colour than the prompts.
2. The students stand in a circle.

Game development:

1. The teacher explains the rules of the game.
2. The teacher throws the ball to a student. The student who catches the ball must read aloud the piece of paper closest to their left thumb and then answer the question, if it is a question, or talk about a topic if it is a prompt. For example, if we want to review the topic of food and have them use the vocabulary they have studied, a question could be: What did you have for dinner last night? And a prompt could be: Describe the ingredients of your favorite salad.
3. Once the student has answered the question or talked about the statement that is on the piece of paper, s/he has to remove it from the ball and then throw the ball to another classmate. (Removing the pieces of paper will prevent another student from talking about the same topic again)
4. The game ends when there are no pieces of paper left on the ball.

Time:
30 min

Tools needed:



29. Let's go posterizing

Description:

- Choose three words that will serve as the main topics for the posters. These could be broad categories like "Animals," "Food," and "Sports."
- Write each word in large letters in the center of a poster.
- Divide the students into three groups.

Round 1 (5 minutes):

- Each group starts at a different poster.
- Students brainstorm and write down as many words as they can that fit the topic on their poster.

Round 2 (5 minutes):

- After 5 minutes, groups rotate to the next poster.
- They read the words already listed and add any new words that relate to the topic.

Round 3 (5 minutes):

- Groups rotate one last time to the final poster, adding any additional words.
- Once all groups have visited each poster, review the posters as a class, discussing the words and any patterns or common themes observed.

Time:

15-20 min

Tools needed:



30. Hunting for words

Description:

Choose eight random letters, write each one on a separate piece of paper and hang them on the string.

Take care to select letters that you know can form words using a good mixture of vowels and consonants.

Divide the class into pairs or groups.

They must write down as many words as possible using only the letters hanging on the line. Words can be of any length and letters can be repeated in words.

Watch the video



Time:

10 min

Tools needed:



31. Synonym Card Game

Description:

- Prepare a set of cards, each card featuring a different word. Ensure the words have clear synonyms.
- Shuffle the cards and place them face down in a pile in the centre of the table.
- The first student turns over the top card, revealing the word to all players.
- Each player races to think of a synonym for the revealed word.
- The first player to correctly state a synonym wins the card and places it in front of them.
- The next card is then turned over, and the process repeats.
- Synonyms must be valid and appropriate. If a player's synonym is challenged, it should be checked and verified by the group or teacher.
- Only one card can be claimed per round, if multiple players find the synonym simultaneously, the card goes to the first player who said it.
- The game continues until all cards have been used.
- The winner is the player who has collected the most cards by the end of the game.

Time:
10 min

Tools needed:



Option: Introduce antonyms in addition to synonyms for more varied practice.

32. Building sentences

Description:

1. Write different connectors on pieces of paper (e.g., "however," "therefore," "moreover," "but," "so").
2. Make several copies of each connector.
3. Divide the students into small groups.
4. Give each group a set of connector cards, along with paper and markers.
5. Ask the groups to write different sentences using connectors.
6. The teacher divides the blackboard into different columns "opposition", "consequence", "addition", etc.
7. Students stick their sentences in the corresponding column.
8. Each group presents their text to the rest of the class.
9. Correct any incorrect use of connectors and provide suggestions for improvement.

Time:
20 min

Tools needed:



33. The 3 Posketeers

Description:

- Create three large posters, each of a big flower.

In the middle of it there is a random letter:

- Poster 1 for Adjectives.
- Poster 2 for Nouns.
- Poster 3 for Verbs.
- Split the class into three groups.
- Assign each group one of the posters.
- Ask students to think of words that contain a specific letter (e.g., "S").
- Group 1 should write adjectives, Group 2 nouns, and Group 3 verbs.
- Encourage them to write as many words as they can.
- After writing, each group presents their words to the class.
- Discuss any unfamiliar words and their meanings.

Option: Groups take turns reading their words and trying to form funny, unexpected sentences.

Time:
15 min

Tools needed:



34. Word snake

Description:

Stand in a circle. One of the players starts by saying a word. Then, each following player in sequence (going clockwise or counterclockwise) must come up with a word beginning with the last letter of the previous word. The new word must have at least four letters and be in its standard form (i.e. infinitive for verbs, nominative for nouns, etc.).

The words must be genuine words. Proper nouns (names) are not allowed, and no previous word can be repeated.

When one of the players cannot come up with an acceptable word, s/he loses the game. The winner is the player who posed the word with the difficult ending; s/he gets to start the next round. If a player says a word ending with, for example, -ma, the first player to say *drama* is the winner.

Option: make the game harder by using the last two letters. The ball can be passed to the next person in the circle.

Time:
10-15 min

Tools needed:



35. Guess who or what

Description:

The students are placed in a circle and the teacher selects one of the students to stand in the centre.

The teacher writes a word on a piece of tape or paper and sticks it to the forehead of the chosen student. Obviously the student has not seen the word.

The other students take turns to say one word (*clue*) related to the word on the chosen student's forehead.

Once everyone in the circle has said a word/clue, the student in the centre guesses the word written on their forehead.

36. Crossing the river

Description:

On one set of cards the teacher writes words which can take a prefix or a suffix. One word per card.

On another set the teacher writes prefixes and suffixes. Again, one per card.

On the floor the teacher lays out two lengths of two rope to form a river and fills it with the word cards placed face up.

In turns, each student takes a prefix/suffix card and finds a word in the river which connects with it. If the combination is correct the student can cross the river and tape the word on a poster or white board.

If the combination is not correct, the student has to repeat the process.

Option: students can choose other items (e.g. colours) and combine them to other words (e.g. animals).

Time:

10-15 min

Tools needed:



Watch the video 



Time:

15-20 min

Tools needed:



37. Auto-correct game

Description:

Students stand in a line in front of a whiteboard or a piece of paper. The person at the rear of the line thinks of a random word. Using a closed marker s/he writes the first letter of that word on the back of the person standing in front of them. It must be a CAPITAL letter. That person then writes the letter on the back of the person in front of them. It must all be done in silence. This continues to the front of the line. The last person in the line writes the letter on the whiteboard or the piece of paper and goes to the back of the line. Now it's their task to think of a word that begins with the letter they've just written on the board and to provide the next letter which they write on the person in front of them. The person at the front writes the second letter on the board/paper, goes to the back of the line, thinks of a new word starting with the first two letters on the board, and writes the third letter on the back of the person in front of them. The process repeats until a complete word is written on the board or paper. The longer the word the better.

There may be a time limit set by the teacher.

Remember: used closed markers, and write only capital letters.

Options: make it a team competition for who writes the longest word. For an advanced version the teacher can specify that words must be a specific number of letters.

Time:
10 min

Tools needed:



38. Cylinder phone

Description:

Students sit in a circle holding a rope long enough for the circle. Make a paper cylinder by rolling and sticking together a piece of A4 paper. Pass the rope through the cylinder. The first student takes the cylinder and starts the game by saying a sentence of their own choice into the ear of a student next to them using the cylinder as a phone. The rest of the students, in turn, do the same thing, repeating the sentence as they have heard it. The sentence cannot be repeated more than once. When the last student receives/hears the sentence they have to say it out loud to the group and check if it is the same as the first/original sentence.

Time:
10 min

Tools needed:



39. In the spotlight

Description:

Students are divided into teams. Each team has a hot-seat with its back to the board and a student in the seat. The teacher writes a word on the board and students from the teams try to explain it to their hot-seater. The first one to guess correctly wins. The teacher sets a time limit for playing this game which can also be repeated.

Options: limit the vocabulary to certain areas or extend it to sentences rather than words. Have the students decide the words.

Time:

10 min

Tools needed:



40. Mind the gap

Description:

Students are divided into teams of 3-4. Each team writes a sentence of at least 10 words (teacher defines the number of words and, optionally, a theme for the sentence) but leaves a gap in place of an adjective (optionally, or a noun). Only the teacher gets the complete sentence (i.e. the missing words). The sentences are passed between teams. The task is to find as many words that fit the gap as possible such that the sentence still makes sense. The team with the most words wins.

Bonus for including the correct original word.

Options: sentences could have more gaps, also not to have an original sentence but award the points for the most imaginative sentence.

Time:

7 min

Tools needed:





GRAMMAR GAMES

41. Comparative Trio Challenge

Grammar topic: Comparatives / superlatives

Description:

Divide students into groups. Give each group some adjective cards. The students pick an adjective card. The group then creates three sentences according to the adjective selected:

1. The first sentence will use the base form of the adjective.
2. The second sentence will use the comparative form, comparing with the previous member of the group.
3. The third sentence will use the superlative form, comparing all three group members.

Example with the adjective "tall":

- Sentence 1 (Base): "John is tall."
- Sentence 2 (Comparative): "John is taller than Mary."
- Sentence 3 (Superlative): "John is the tallest in the group."

Repeat with another adjective.

Options: students can introduce their own adjectives; sentences can be extended by introducing connectives; create some fun by moving people around in the groups.

Time:

15-20 min

Tools needed:



List of adjectives written separately on cards/paper e.g. tall, funny, brave, cheerful, generous, lazy, quiet, strong, curious, shy, energetic, creative, kind, patient, talkative, honest, stylish.

42. If I were...

Watch the video 



Grammar topic: Conditional

Description:

Explain the concept of "Chinese Portraits" where students imagine themselves as something else (an animal, object, or character) and describe what they would be like.

A Chinese portrait is a literary game similar to Proust's questionnaire, in which the aim is to decipher certain aspects of an individual's personality or to identify their tastes or personal preferences.

1. Give each student a blank sheet of paper and colored pencils or markers.
2. Ask them to draw an object, animal, or character. The drawings can be simple and imaginative.

Time:

15-20 min

Tools needed:



3. Students place their drawings face down on a large table.
4. Each student takes a turn picking a drawing at random from the table.
5. Based on the drawing they picked, the student must create a conditional sentence using the "If I were..." structure. For example:
 - If the drawing is of a bird: "If I were a bird, I would fly over the mountains."
 - If the drawing is of a car: "If I were a car, I would drive around the world."

Encourage creativity and originality in students' sentences.

43. What do we have in common?

Grammar topic: Simple questions

Description:

Teacher hands a blank card to every student who writes a fact about themselves on the card, e.g. I have some cats.

The cards are shuffled.

Each student takes a card. The students circulate and ask each other questions based on the card they hold (e.g. Do you have cats?). They write the name of each person that answers yes on the card.

After a time limit each person reads their 'fact' and how many people said yes.

The aim is to find out what the students have in common.

Options: for fun at the conclusion (a) the students could take it in turns to stand up and be told all the cards to which they said yes (of course they should know) and (b) a card at a time, read the statement, and everyone who thinks they said yes should stand up. The people standing should match the names on the card.

Time:
10 min

Tools needed:



44. Find a match

Grammar topic: Nouns: singular or plural

Description:

The teacher prepares cards in pairs of singular and plural nouns: singular on one card, plural on the other. They are handed out to the students who then circulate around the class. When the teacher says "stop" each person has to find their pair. Teacher then asks all the singular forms to show their cards followed by all the plurals. Read them aloud.

Options: increase the complexity of the vocabulary. Let students choose the words. Could also be varied so that half the students are given a blank card. Singular and plural nouns are written on the other cards. When the teacher says "stop" everyone pairs as blank and non-blank and writes the other form of the noun onto the blank card.

Time:

5-10 min

Tools needed:



45. Olympics

Grammar topic: Collocation of pronouns and verbs

Description:

Teacher prepares:

1. paper with drawings of different sports
2. small pieces of paper with pronouns

Students form groups of 3-4. One person is given the paper with the olympic sport and has to act it out as pantomime. The others pick pronouns. They form sentences about the sport with their pronoun: e.g. She plays football; he is a boxer The person who guesses first then gets to pantomime the next sport.

Time:

10-15 min

Tools needed:



46. Travelling around the world

Grammar topic: Where, to, from

Description:

Students write the names of countries on cards. The number of cards should at least be equal to the number of students. Cards are placed on the floor roughly half a metre apart. Students are divided into pairs. One is a traveler, the other is a dispatcher. All pairs play at the same time. Dispatchers tell travellers where to move. Travellers move from one country to another. When each traveller arrives at a new country s/he says: "Hooray! I'm in ____" including the name of the country.

Time:

15-20 min

Tools needed:



47. Spin the routine

Grammar topic: Adverbs of frequency

Description:

1. On a large sheet of paper (or two sheets taped together), draw a circle and divide it into six equal sections. Write one adverb of frequency in each section (e.g. Always, Usually, Often, Sometimes, Rarely, Never").
2. Divide the class into small groups of 3-4 students.
3. Select a student to spin a marker to act as a pointer on the wheel. Each group creates a sentence using the adverb that the marker points to. For example, if it lands on Rarely the student might say, "I rarely eat fast food". If it falls on Never, then "I never go jogging".

Options: add a second round where they form sentences about their friends, neighbours, family members... or other subject areas.

Time:
10 min

Tools needed:



48. Mind-reading circle

Grammar topic: Ordinals

Description:

Students sit in a circle so that everyone can see each other. At the teacher's prompt they count aloud from "first" to "tenth".

There are three crucial rules:

- **No Signalling:** Participants must not use any hand signals, gestures, or eye contact to coordinate their turns.
- **No Counting in Order:** The counting must not follow the sitting order in the circle. The next number can be said by anyone in the circle at any time.
- **No Prior Agreements:** Participants must not discuss or plan in advance who will say which number.

Any participant can start the count by saying "first".

The next number ("second") can be called out by any other participant.

If two or more participants speak simultaneously, the group must start again from "first".

The game continues until the group successfully counts from "first" to "tenth" without interruptions.

The game is successfully completed when the group reaches "tenth" without any overlapping voices or breaks in the sequence.

Time:
10 min

Tools needed:



Options: count in reverse; continue counting ordinals past 10; start from another ordinal, say 21st or a random point, say, 54th.

49. Preposition Stories

Grammar topic: Prepositions

Description:

The teacher writes single prepositions on a number of cards. (The complexity depends on the level of the class.) The cards are placed in the center of the floor. Each student picks a card but does not look at it. The teacher selects a student by any method (height, distance travelled to class) and selects a topic (animals, food, etc). The selected student starts a story with a sentence which must include the preposition. Then same student then selects another student to continue the story with a sentence using their preposition. The game ends when every preposition has been used or the story has come to a natural end.

Note: place the preposition face up on the floor so you can tell who's taken a turn.

Time:

10 min

Tools needed:



Paper cut into rectangles on which to write prepositions.

50. Word Formation

Grammar topic: Word Formation

Description:

Divide students into groups.

The teacher writes word-endings on sheets of paper and sticks them to the wall. E.g. er, or, ist, ant, ism, tion, cian.

Make a starting line on the floor using a rope.

When the teacher signals, one member of each team runs to the wall, takes an ending and runs back to the team. The team forms as many words as possible with that ending.

After one minute, the teacher tells them to pick another ending and repeat the process. The game continues until all the endings have been used.

After that students have to make a sentence with selected words.

Time:

10 min

Tools needed:



Small pieces of paper to stick to the wall.
Paper to write words onto.

Option: make it competitive - the group with the most words wins.

51. Silly Questions & Answers Wheel

Grammar topic: Questions and Answers

Description:

Make a paper wheel big enough to hold lots of silly questions. The wheel will be placed on the floor and, using the scissors to pin down the centre, it will be spun like a wheel.

The teacher writes silly questions into sections on the wheel, one question per section.

Place a pointer/piece of tape/marker onto the floor next to the wheel.

Teacher spins the wheel. It will stop with a question close to the pointer. The teacher selects a student to answer the question nearest to the pointer. It should probably be absurd enough to encourage a debate or discussion.

The teacher spins the wheel again for a new question. The student who has just answered decides who should answer next.

Repeat until all questions are answered.

Options: let students write their own silly questions. Find a better way of selecting students, perhaps by spinning a marker, or by sitting in a circle and going around the circle student by student.

Time:
10 min

Tools needed:



Sheet of silly questions prepared by the teacher: Is it better to have long legs or long arms?; who is the strongest, iron man or batman?; would you rather be really tiny or really large?; Who's better, Santa Claus or the Easter Bunny? would you rather live under water or in outer space? When you eat a doughnut, what happens to the centre of the ring?

52. Live sentences

Watch the video 



Grammar topic: Word order in a sentence

Description:

Teacher prepares two sentences and writes each word from the sentences on individual cards. Students choose one card each then move around the room and find other students/cards to form a sentence which their word fits. Two sentences should emerge in a reasonable time. The students form two groups and stand in word order. Each participant reads aloud his/her word in the respective sentence.

Time:
10-15 min

Tools needed:



Options: add time limits to increase the urgency of the game.
Introduce punctuation cards: full stop, question mark, exclamation mark or a blank paper (you can write W-questions).
Add more sentences.

53. Act it out!

Grammar topic: Imperatives

Description:

Students draw four everyday activities on separate pieces of paper. The papers are placed face-down on the desk.

Work in pairs.

One student picks a drawing and gives instructions to the other student using imperatives. (Brush your teeth!). The second learner acts out the action. After the signal the student that was acting has to say the negative imperative (Don't brush your teeth!)

Learners change their roles and choose another card. When the teacher gives a signal, they switch the roles again.

Option: One student chooses a card and acts out the activity. The other learners have to guess the activity by saying: "Don't brush your teeth." When they guess correctly students switch roles.

Time:

20-25 min

Tools needed:



54. Fishing for nouns

Watch the video 

Grammar topic: Nouns

Description:

Make fishing rods using rope with paper tape made into a sticky ball (hook) at the end. The tape must be sticky-side out so that it will 'hook' a word.

Make a 'pond' on the floor with rope. Fill the pond with various nouns written individually on pieces of paper and placed with words facing upwards.

Students form groups. Each group is given a rod.

When the teacher says 'Go' one student from each group 'fishes'

Time:

20 min

Tools needed:



for a noun. When a noun is 'hooked' the student returns to their group and they work to form a sentence with the noun. The sentence is written on paper or a whiteboard.

The game stops when all fish are caught. Sentences are read aloud and checked for sense and accuracy. The group with the most correct sentences wins.

Options: to add urgency, while a group works on a sentence, another group member fishes for another noun. Similarly while one student writes the sentence on the paper or board, the group works on a new sentence with a new noun. Students could also create the rods and decide on the nouns and write them on the papers. The game could also include different word types.

55. Find a the!

Grammar topic: Articles: using A and THE

Description:

The teacher prepares cards with the prepositions: "a" and "the" written on them. Students sit in a circle. The teacher gives each student a random card. Students do not show their cards to each other. The teacher asks one of the students who the teacher knows has the article "a" to produce a simple sentence using this article. For example: "There was a boy in the room".

This student then picks a student which they think may have a "the" card.

If the student chooses correctly then the new student with the article "the" continues the description, e.g. "The boy was tall".

If, however, s/he pointed to a student with the article "a" the new student starts a new sentence and the cycle repeats until everyone's article has been used.

The game teaches the use of articles a and the in a sequential connection.

Option: select themes for the sentences rather than just allowing random choices. Add the article "an" for higher-level students.

Time:
15-20 min

Tools needed:



56. Put it...

Grammar topic: Prepositions

Description:

Teacher and students prepare cards (half a sheet of A4 paper) and, on each card, draw something from the interior of a house, e.g.: a table, a chair, a window, a carpet, a lamp, etc. Place the cards on the floor. The teacher gives one student a ball and says: put the ball on the table. The student does this. Next, he asks another student to put the ball in a different place, using another preposition: under the carpet, between the table and the chair, etc.

Options: The students close their eyes, the teacher places the ball on one of the cards and, using prepositions, the group tries to guess where the ball is hidden. E.g. It's on the chair, it's behind the curtains.

Also instead of cards, you can use all the tools. E.g. put the tape on the paper; put the scissors by the tape.

Time:

20 min

Tools needed:



57. Contraction surgery

Grammar topic: Sentence Word Order (Syntax)

Description:

A teacher prepares words which can be contracted together: will not, does not, could not, I will, he will etc.

Each set is cut into separate words and placed in an envelope.

Students are given an envelope of words each (or between two people) along with scissors and paper tape.

They take words from the envelope and form contractions by cutting out unnecessary letters. They join them together with tape and draw in the missing apostrophe.

Option: to add fun, referring to the name of the activity, students can wear rubber gloves like a doctor performing surgery.

Time:

15-20 min

Tools needed:



58. Prepositional Teacher

Grammar topic: Prepositions

Description:

Chairs are placed in a circle with students standing behind the chairs. The teacher sits in the middle and gives instructions: "Please move from behind the chair and sit on it", and so on. Students follow the instructions. The teacher's focus is on using correct prepositions in the instructions: "from, to, behind, next to, by, below etc."

Option: students lead instead of the teacher.

Time:

10-15 min

Tools needed:



59. Linguistic Rope

Grammar topic: Sentence formation

Description:

Cut A4 paper into rectangular cards and write single words – nouns, verbs, prepositions etc. – on them. Small sections of sentences can be included.

Hang the rope in the classroom and attach the cards to it using paper tape.

Divide the students into teams. Teams take turns approaching the rope and forming sentences by removing cards and re-attaching them to the rope.

The winning team is the one that forms the most correct sentences within the allotted time.

Option: students prepare cards; the game is turned into a challenge between teams.

Time:

10-20 min

Tools needed:



60. “Good – better – the best seller”

Grammar topic: Adjectives, comparatives, superlatives

Description:

Prepare a range of 'products' to be 'sold', perhaps around a selected topic, e.g. household goods, luxury items, clothing.

Divide the students into sellers and buyers. Each seller chooses one of the goods on offer and 'sells' it to the buyers using adjectives, comparatives and superlatives to describe the item in detail and increase its attractiveness, e.g. small, smaller, smallest, beautiful, more beautiful, most beautiful, cheapest, most expensive.

In response buyers ask varied questions about the products on offer and decide whether or not to buy.

After a short exchange, 1 or 2 minutes, deals have been done. Buyers and sellers change roles. Sellers gain 1 point for each item sold.

At the end of the game participants share their experiences and find out who was the best salesperson.

Option: add prices to develop negotiation skills and to improve confidence around vocabulary related to numbers.

Time:

10-15 min

Tools needed:



The background is a solid light pink color. It is covered with a dense, repeating pattern of white, stylized geometric shapes. These shapes include various forms of circles, arcs, and thick lines that curve and loop, creating a complex, maze-like visual texture. The shapes are arranged in a way that they seem to flow and connect across the entire page.

WRITING GAMES

61. Story Chain

Description:

The aim is to create a story as a team. The teacher begins by writing an opening sentence on a piece of paper. The paper is then given to the first student who volunteers or is selected by another method. The student reads the story and writes the next sentence. The paper is passed around the class, with each student adding to the story. Once the paper has circulated a few times, or when the story reaches a natural conclusion, the last student writes the final sentence to close the story. The story is read aloud.

Options: Students can write the first sentence, and there can be a time limit. Pick a genre: comedy, fairy tale, science fiction etc. Make it harder by writing paragraphs instead of sentences.

Time:
15 min

Tools needed:



62. Writing

Description:

The class is divided into two (or more) teams. The teacher chooses a story and reads its beginning aloud to the class. As the teacher reads, each team writes the beginning of the story on their sheet of paper. When every team has the beginning on their paper, the members of the team collaborate and finish the story. At the end of the allotted time each team reads their story aloud. The winner is the team with the best story or the one which is closest to the original story selected by the teacher.

Options: for speed, the teacher prepares the story opening on sheets of paper and gives them to the teams. The story can be invented so that there is no 'original'. Include grammar and spelling checks in the evaluation of the story.

Time:
30 min

Tools needed:



63. How Did it all Begin?

Description:

Students work in groups of 3 or 4.

Each group writes the ending of a story they have invented – 3 or 4 sentences – at the bottom of a piece of paper. They can choose any topic, and use any grammar or vocabulary they want, or the teacher can give specific instructions.

When students complete writing the ending of their story, they

Time:
30-45 min

Tools needed:



put the piece of paper with the story ending in an envelope which they have made.

Groups exchange their envelopes. They can do this in various ways: they can label and shuffle the envelopes; they can pass the envelope to the group next to them and so on.

Each groups open its new envelope. They read the ending and discuss a possible beginning of the story which they write down, one sentence per line. The story should be 10-15 sentences long. Each student should write at least one sentence, it should not be written by only one student.

When each group completes the story, they cut it up into separate sentences and put the pieces of paper back into their envelope.

Groups exchange the envelopes again.

Each groups opens the envelope and has to put the story back together using tape.

The taped stories are then displayed in different parts of the classroom.

Students walk around the classroom and read the stories.

Options: After completing the stories, groups read out their stories to other students. Other groups/students listen to hear which story is theirs. The stories are then displayed in different parts of the classroom. Students walk around the classroom and read the stories. All the stories can then be taped together to form the Scissors Book of Stories.

64. Rope Story

Description:

Cut sheets of A4 paper into rectangles and distribute them to the students.

Students take turns writing one sentence on each rectangle, creating a collaborative story. The first student starts the story, and each subsequent student adds their own sentence.

Each rectangle with a sentence is attached to the rope using paper tape.

Time:

15-20 min

Tools needed:



Once all sentences are written, students read the story aloud, evaluating its logic and creativity.

Discuss with the class any grammatical and lexical errors that were made and how to correct them.

65. Word Spider

Description:

The teacher divides the group into teams of 3. Each team receives one word written in the centre of a piece of A4 paper. Each team then improves or adds to their word by combining it with prefixes or suffixes, prepositions or compounds related to the basic word. After 5 minutes each group shares its word spider with the other groups. 5 points are awarded for each word spider, plus a bonus for the one which is richest in words.

At the end, the groups share their experience about the expansion of words and creating compounds. New words can be highlighted separately, and the meanings can be explained.

Time:

10-15 min

Tools needed:



66. Tell me a story

Description:

Students work individually.

The teacher writes the first sentence of a story on a sheet of paper.

The paper is passed to the first student who reads the initial sentence and writes the next sentence of the story. The student then folds the paper so that only the sentence they have just written is visible, hiding the previous sentence.

The paper is passed to the next student who reads the last visible sentence and writes the next sentence of the story. The paper is folded again so that only the sentence just written is showing.

This process continues with each student adding a new sentence and , only being able to see the last sentence written by the previous student.

The activity continues until all students have contributed to the story.

Time:

1 hour

Tools needed:



Once the story is complete, the teacher or a student reads the whole story aloud.

The result is often an unpredictable, surprising and funny narrative.

67. Question Trail

Description:

The teacher prepares a rope, puts it on the floor and places cards with the 'question' words: who, what, where, when, why and how at even spaces (stations) along the rope line. Students form pairs and are given a blank piece of paper. Each pair walks along the rope and stops at a station. They write a sentence which answers the question at each one. When pairs complete writing at one station, they move along the rope line. When they come to the end of the rope they will have constructed a story. The stories are shared.

Watch the video 



Time:
20 min

Tools needed:



68. Idioms

Description:

The teacher divides the students into two groups and gives a card with an idiom written on it to one group. Examples are: bite the bullet, break a leg, easy does it.

The group who has received the idiom has to act it out. The other group has to guess the idiom and write it on a piece of paper.

After a set amount of time the teacher stops the acting and the two groups show each other the card.

If the same idiom is written on both cards the team who acted the card earns one point.

The teams take turns. The winner has the most points.

Time:
15 min

Tools needed:



69. Unvoiced battle

Description:

The group is divided into pairs. Each pair is given two pieces of paper and a pen.

No one must speak!

In each pair, student 1 writes down 3-5 phrases of two or three words which student 2 cannot see. Student 1 then says each phrase silently but mouthing the words clearly. Student 2 writes down what they have just read from the lips of their partner.

When all phrases are said and written, the pair compares the phrases to figure out how well they communicated. They swap roles and repeat.

Time:

10-15 min

Tools needed:



70. Updated fairy tales

Description:

Students are divided into groups of 3 which brainstorm the genres of texts.

A list of genres is created, e.g. fairy stories, fables, horror, myth, science fiction.

Each student secretly selects a genre.

The teacher names a very famous story. (Fairy tales are good: "Beauty and the Beast", "Snow White and the Seven Dwarfs", etc.) S/he reminds the class of the narrative.

Each student then has to write a new version of the same story but in the genre they have chosen. For example, Snow White and the Seven Dwarfs as a horror story.

After a given time they present their stories. The class has to guess the new genre and choose the best (or funniest) story as the winner.

Time:

10-15 min

Tools needed:



71. Robinson Crusoe

Description:

Students are given the teacher's magic box of resources. The task is to think of survival strategies on a desert island using every item from the box. Students write down their strategies. The teacher sets a time limit. At the end the class votes for the most effective and ineffective survival strategies.

Watch the video 



Time:

20 min

Tools needed:



72. Five sentences

Description:

Students are given a piece of paper and a pen.

Each student has to choose an imaginary location such as the top of a skyscraper, in a desert, riding on the back of a whale, and so on.

They have to describe what they “see” around them using only 5 sentences.

Students take turns to read their sentences. Others guess where they are.

Time:

15 min

Tools needed:



73. Reviews

Description:

The teacher prepares two boxes of words. The first box contains multiple copies of only two words: ‘formal’ and ‘informal’. The second box contains multiple copies of words which are different emotions: angry, frustrated, happy, disappointed, fearful, confused, hateful etc.

Students are put in pairs.

Each pair takes one word from box 1 and 3 words from box 2. They must not pick duplicates from box 2.

Each pair writes a restaurant review in the style chosen from box 1 and conveying the emotions from box 2. They should try not to use any of the exact words.

After the allocated time each pair reads its review to the group. The other pairs must decide if it's formal or informal, and which emotions it conveyed. They must explain why they answered in that manner. The pair then shows the four words they picked.

Time:

10 min

Tools needed:



74. Acrostics

Description:

Ask the students if they can explain what an acrostic poem is. If they can't explain clearly, tell them that an acrostic poem is one where the first letter from each line spells out a word, for example "LOVE."

Students write the word "LOVE" vertically on a sheet of paper and then write an acrostic poem. E.g.

*L*aughter fills the air,
*O*pen hearts everywhere,
*V*oices whisper sweet,
*E*ternal love, our treat.

Once students have completed their poems, read them aloud and review the grammar and vocabulary.

Chose another word and repeat.

Option: students choose their own acrostic word and write the poem.

Time:
15 min

Tools needed:



75. Time-machine prediction

Description:

Prepare a set of cards, each with the name and image of a different electrical device, such as mobile phone, washing machine, laptop, or television.

Divide the students into groups of three.

Explain that each group will enter an imaginary "time machine" that will take them 100 years into the future.

Each group discusses among themselves what might happen to their assigned device in 100 years. Encourage them to think about technological advancements, changes in society, and environmental factors.

Each group writes a short paragraph describing their predictions using the future tense. For example, "In 100 years, mobile phones will be implanted in our bodies and controlled by thoughts."

Read out the paragraphs and discuss.

Time:
15-20 min

Tools needed:



76. Master Chef

Description:

Explain that the students will be creating their own recipes using a set of ingredients.

Prepare a set of cards, each with the name of a different food ingredient, like tomatoes, chicken, cheese, pasta, etc.

You can prepare enough cards so that each student or pair/group can choose from a wide variety of ingredients.

Students can work individually, in pairs, or in groups of three. Each student/pair/group will draw 5 ingredient cards. Larger and more competent groups can do more.

Use these ingredients to write a recipe. The recipe should be as realistic as possible, even if it's a creative or unusual dish. They should include the ingredients, measurements, and step-by-step instructions on how to prepare the dish.

Encourage the students to use descriptive language and proper sequencing words like "first," "then," "next," and "finally," also to use verbs which describe actions like cut, chop, mix.

Once the recipes are written they are stuck to the wall.

All students walk around the classroom and read the recipes.

Each student votes for the best recipe, either because it's the most creative, sounds the tastiest, or is written in the best way.

Time:

15-20 min

Tools needed:



77. It's not my fault

Description:

Students write short letters (maybe in the form of a WhatsApp chat) explaining why they can't do something, e.g. homework or giving back money. They must use vocabulary which allows them to be unspecific, using words like: someone, some place, somewhere, somehow and others.

The letters must be well-written but evasive.

Example:

I would certainly give you back some of your money, but somebody stole it from me sometime and somewhere. Somehow I'll find a new way to ...

Time:

20-25 min

Tools needed:



78. Dead or alive?

Description:

In this activity, students will work in pairs and engage in a critical thinking exercise.

Each pair of students receives a card containing two different items, ideas, or concepts.

Individually, from each pair of items, each student selects one they would keep and one they would make disappear. They write a brief explanation of their choice.

The students compare their choices to see if they agree or disagree and to discuss their reasons.

Example Pairs:

1. Cats or Dogs?
2. Television or Internet?
3. Summer or Winter?
4. Books or Movies?
5. Chocolate or Ice Cream?
6. Cars or Bicycles?
7. Social Media or Email?
8. Pizza or Burgers?
9. Mountains or Beaches?
10. Smartphones or Laptops?

79. Front Page

Description:

The teacher invents a 'sensational' news story. It must clearly have the 5 Ws – who, what, where, when, why – and a 'catchy' headline like Man Bites Dog, Woman Pole-Vaults Over a Bus, Fish Seen Buying Flowers.

- Divide students into groups of 2-4.
- Distribute paper, markers and tape.
- Each group joins two A4 sheets into an A3 Front Page.
- Each group appoints a 'writer'
- Teacher explains activity.
- Teacher tells their story – starting with the catchy headline.
- Teacher questions the students on the 5Ws of the story they have just - heard: Who was it?, Where was it? etc.
- Each group brainstorms a new story – remember the 5Ws!
- They create a catchy headline and write the outline of the story.

Time:
20-25 min

Tools needed:



Watch the video 

Time:
20 min

Tools needed:



Each group reads their headline and outline of the story to the class.

Options: Can be a group task or an individual task. The story could be written in full rather than outlined. It can be a speaking-only task but is best as writing and speaking. It can also be adapted to different genres e.g. journalism, propaganda, advertising, sports, entertainment.

80. Say yes!

Description:

Student pairs play against the teacher.

Each pair writes 10 questions to which the teacher should answer "NO".

The teams take turns to question the teacher.

If the teacher answers "YES" then the team receives a penalty point. The winning team has the fewest points.

Option: students play against each other rather than the teacher.

Time:

20 min

Tools needed:



The background features a complex, repeating pattern of white, stylized geometric shapes on an orange background. These shapes include various forms of circles, arcs, and interlocking lines, creating a dense, maze-like visual texture. The overall style is modern and graphic.

SPEAKING GAMES

81. Yes but...

Description:

The teacher thinks of a sentence (about anything) and starts speaking – e.g. I went to France on holiday. S/he then picks a student to continue. The student has to start “Yes, but...” and add something relevant, such as, “Yes, but I went to Spain which is much better...”

Continue until everyone has participated.

Options: the teacher can select a student to start. There is no need to stop after one circulation.

Time:

20 min

82. Logical/Illogical

Description:

Participants are shown a list of random words that have no obvious logical connections. The teacher throws the ball to a student. The student has to start a story by using at least one of the words in a sentence. The student tosses the ball to another student who has to continue the story with a new sentence using at least one of the words. The new sentence must form a logical connection to the first sentence, however strange that connection might be. Continue until everyone has participated.

Time:

20 min

Tools needed:



Prepared words

83. Opinion Ball

Description:

The teacher prepares cards with one ‘opinion’ statement written on each card.

Examples are: Living in the city is better than living in the countryside. Electric cars are more energy efficient than petrol and diesel-powered cars. Reading a book is better than watching a movie.

A rope is placed in a line in the middle of the classroom.

The teacher reads one of the cards and specifies one side of the rope as agree and the other side as disagree.

Students then move to the side which represents their opinion. This naturally splits the class into two groups.

Time:

10-30 min

Tools needed:



Prepared cards

Students stand facing each other. The teacher throws a ball to a student who has to justify their opinion, for example: I think living in the city is better because there are more things to do, or, petrol and diesel-powered cars are more reliable, and so on.

The student then throws the ball to a student in the opposite group who has to explain why they have the opposite opinion.

Students should make new explanations.

After a chosen period of time, choose another card and repeat.

84. Who or what am I?

Description:

The teacher writes different words on sticky notes (or uses paper and tape) and sticks them to the back of each student.

For an allotted time, say 5 mins, students move freely around the space asking each other questions to try and decide what word is on their back.

When the time has elapsed, everyone removes the paper from their back and finds out who or what they are. Naturally they stop if they have already guessed correctly.

Each participant shares their experience of what was difficult, what was easy, and what helped to find the answer to the question Who or what am I?

85. The character clothesline

Description:

To prepare, the teacher cuts pieces of different coloured paper and writes different characters, actions and places on them. S/he hangs three ropes across the classroom: one rope for characters, one for actions and one for places. The papers are hung on the appropriate ropes using clothes pegs or tape. This creates a "wow" effect when the students enter the room.

The teacher divides the students into small groups.

Each group randomly selects a character, an action and a place from the ropes and creates a short story around them.

Watch the video 



Time:
10-15 min

Tools needed:



Time:
30 min

Tools needed:



Example: firefighter/sings/pool: At the swimming pool, a firefighter was supposed to teach fire safety but instead sang "Great balls of fire". Everybody laughed.

At the end of the game, each group presents its story to the class.

Options: to make the stories funnier the characters, actions and places do not have to be related; the less connection there is the funnier the story will be.

86. Point of View (POV)

Description:

The students and teacher recall a famous fairy tale. Fairy tales typically have an omniscient narrator but for this activity all students are assigned an unexpected POV from which they retell the story.

This may be main character, an animal or an inanimate object from the story.

Everyone tells their story.
Others have to guess the point of view.

Time:

20 min

Tools needed:



87. Finish the story

Description:

The class is split into groups.

The teacher tells a story for which s/he cannot remember the ending.

Each group has to invent a new ending and act it out to the class.

Time:

15 min

Tools needed:



88. Speed Dating

Description:

Teacher prepares cards with small-talk topics: e.g. music, sports, hobbies, family, last weekend, food etc.

The students form an inner circle and an outer circle with the same number of people in each.

The circles face each other, forming partners.

The teacher picks a topic and gives a signal for the students to start to talk about it. Note that it should be a conversation, both parties should speak.

After a chosen time, depending on the level of the students, the teacher gives the stop signal.

The outer circle then rotates around the inner circle so that everyone gets a new partner. The teacher picks the next topic and gives the signal to start.

Rotate until the time is up or everyone has faced each other.

Option: the teacher can free-style without preparing cards.

Time:

5-10 min

Tools needed:



89. W-Story

Description:

Students are divided into groups of 5. In each group, each student is responsible for a question: who, what, where, when and why? They create a story by answering these questions in turn and then letting the story unfold.

Option: Students are divided into groups of 5 which sit in a circle. A set of who, what, where, when and why cards is placed face down on the floor in each group. Each student takes a card. The questions are answered in sequence to form a story. The teacher could also select a theme to make the stories connected in some way.

Time:

15 min

Tools needed:



90. Think outside the box!

Description:

Students are divided into groups.

Each group receives an everyday object from the box: paper, scissors, paper tape, ball, rope, markers, and has to invent an alternative way of using the object. They must then convince the other groups that their idea is superior to the conventional one.

Option: each group combines multiple objects.

Watch
the video



Time:
20 min

Tools needed:



91. Arguing the toss

Description:

The teacher prepares a potentially divisive topic for a debate, e.g. Social Media is bad. The Internet should be turned off.

Students are asked their opinions. The 'agrees' form one group, the 'disagrees' another.

The teacher balances the groups into roughly equal numbers. Each group is allocated the opposite opinion so that the 'agrees' must argue against while the 'disagrees' must argue for.

Groups have 5-10 minutes to prepare their arguments before the debate begins.

Each group presents one argument at a time and the other group has to counter it.

Time:
30 min

92. Picasso

Description:

Students work in pairs.

Each pair thinks alone about their own favourite room. They draw it for themselves and don't show their partner.

After 10 mins, student 1 describes their room, focusing on precise details. Student 2 draws what they hear.

After, say, 5 mins, they compare the drawings and discuss any discrepancies. They change roles and repeat.

Time:
20 min

Tools needed:



93. Chronological Line-Up

Description:

Choose a theme which has a chronological sequence. Examples are: The steps in preparing a recipe, Significant historical events or An unforgettable journey.

Students will work together to think of events or actions related to the chosen theme. Each student selects (or is allocated) an event or action.

A timeline rope is laid on the floor in a straight line.

One by one, students step up to the rope and, with one sentence, describe their event or action related to the theme and then position themselves along the rope at the point they believe is correct chronologically.

They must justify their position and negotiate with their classmates until everyone agrees on the sequence.

Time:
15 min

Tools needed:



94. I'm the only one who...

Description:

Students form a big circle. Each one has to think of a number of unusual, interesting but unique facts or characteristics about themselves. For example, I'm the only one who can play the piano, I'm the only one who can speak 4 languages, I'm the only one who has been to the Antarctic. They must be complete sentences.

A first student is selected. S/he stands in the middle of the circle and announces a unique characteristic.

Other students who have the same quality step into the centre but only the first one stays.

If no-one joins, then the student in the middle has to keep on with "I'm the only one who..." and use other characteristics or facts they thought of earlier until someone joins them in the middle.

The first student leaves the middle. The new student starts "I'm the only one who..." and the cycle repeats until there are no interesting facts left.

Time:
10 min

Tools needed:



95. Beautiful words clothesline

Description:

Hang a rope along a wall or across the classroom to create a line. Provide each student with a piece of paper and a marker. Ask students to write their favourite word on the paper. The word can be in any language. Encourage them to choose a word that has personal significance or interest.

Students attach their pieces of paper at various points along the line. There is no specific order. One by one, students approach the rope and select a word. They read the chosen word aloud to the class.

The student who wrote the word stands up and explains why this word is their favourite. They might share its meaning, why it resonates with them, or any personal stories associated with it.

After explaining their chosen word, the student picks another word from the rope and repeats the process, giving another classmate a chance to share their word and story.

Time:

15 min

Tools needed:



96. TV bowling

Description:

Divide the students into groups of 4-6.

One student is a TV reporter holding a microphone. The other students are bowlers in a bowling game. They take turns to throw or bowl the ball in unconventional ways while the reporter commentates on the action, e.g. a player bowls the ball through his legs, a player has bowled the ball while eating pizza. When everyone has bowled, a new reporter is chosen.

Options: concentrate on present (bowls), present continuous (is bowling) and past (bowled) tenses. Use imaginary balls and microphone.

Time:

10-15 min

Tools needed:



Paper cylinder
(microphone)

97. Meeting

Description:

Every student draws a watch with numbers. The teacher tells students to circle a specific time of the day (depending on the number of topics) e.g. 2 pm (14:00). The students walk around the classroom and try to arrange a meeting at 2pm and write the name of the student on the clock. Everyone goes back to their place and the teacher announces the topic (memories, hobbies, food) and says “now it’s 2 o’clock”. The student has to find the person whose name is written and have a conversation about that topic for a certain amount of time.

When the time is up the students go back to their places and the teacher chooses another time and topic and the process repeats.

Time:

10-15 min

Tools needed:



98. In the shop

Description:

The teacher prepares cards with names of items (e.g. an orange) that one student (the client) will need to buy from another student (the seller).

The class is divided into pairs.

The client cannot say the name of the item but has to describe it in order to obtain it from the seller.

The seller has a limited number of guesses. The turn ends when the seller guesses the item written on the piece of paper or a chosen number of attempts are used. The pair swap roles.

Students move to different pairs and repeat.

Options: students prepare the item cards.

Time:

10-15 min

Tools needed:



99. The blind walk

Description:

Divide the class into the pairs. In each pair, student 1 closes his/her eyes and is completely blind.

The teacher selects a topic – at the party, in the zoo, etc – and sets a time limit for the description. A minute or two is enough. Student 2 must describe in detail what s/he sees (imagines) around them.

Student 1 can ask for more details. Switch roles.

Time:

10 min

100. In a Taxi

Description:

Position 4 chairs as though they are seats in a taxi.

One of the students plays the role of the taxi driver and uses the tape as a steering wheel.

Up to three passengers can 'get in'.

The driver asks questions: where do you need to go, where are you from?

The passengers answer. They might question the price. The driver decides when to stop and drop them off.

Other students can enter the taxi if there are places available and join the conversation.

Options: if there are no chairs you can just stand.

Time:

10-15 min

Tools needed:



