

INTERMEDIATE COMMUNICATION GAMES

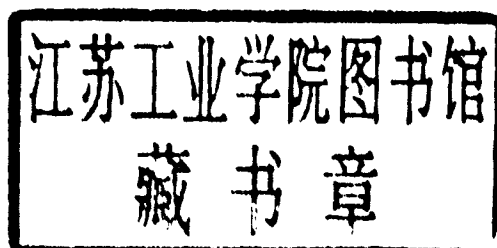
**A collection of games and activities for low to
mid-intermediate students of English**

Jill Hadfield

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Nelson

*For Sally
with love and thanks
in memory of Telexes to Lhasa,
and other editorial games*

Introduction

1 About games

A game is an activity with rules, a goal and an element of fun.

There are two kinds of games: *competitive games*, in which players or teams race to be the first to reach the goal, and *co-operative games*, in which players or teams work together towards a common goal.

The activities in this book are *communicative games*, as distinct from *linguistic games*; that is, they are activities with a non-linguistic goal or aim. Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of a structure. However, in order to carry out this task it will be necessary to use language, and by careful construction of the task it will be possible to specify in advance roughly what language will be required.

The emphasis in the game is on successful communication rather than on correctness of language. Games, therefore, are to be found at the fluency end of the fluency-accuracy spectrum. This raises the question of how and where they should be used in class. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a traditional drill and, more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between the classroom and the real world.

This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to free communication; to be used as a culmination of the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

2 About this book

The games in this book have been written for low to mid-intermediate learners of English. There is a range of difficulty, with some overlap between the more difficult games at the end of the *Elementary*

Communication Games book, and the easier games in the *Advanced Communication Games*, though, as every teacher knows, games can be adapted up or down: a more difficult game may be a stimulating communication challenge for lower level students, requiring them to stretch the little language they have to the limit to complete the task successfully, while a relatively easy game that focuses on a particular structure may be useful even for advanced students as revision or error correction. In general, though, they have been written to fit in with the functions and structures that most students will encounter at intermediate level. Each game is written within a specific functional area and designed to practise a specific structure. They are not arranged in any particular order of difficulty: it is up to the teacher to select appropriate games to fit in with their own syllabus or textbook. However, the more difficult games (usually those where students are required to play a role, or to be more creative) are indicated by an asterisk in the teacher's notes.

The games are listed on the contents page under functional headings with an indication of key structures, but there is a comprehensive structural index for cross-reference at the back of the book. There is also an index to the main lexical areas covered in the games. Essential exponents and lexis for each game are listed in the teacher's notes, and the teacher should check that students are familiar with these before playing the game.

The games make use of a variety of techniques. Variety is important in language teaching, and a succession of games based on the same principles, though exciting and novel at first, would soon pall. Techniques used include information gap, guessing, search, matching, exchanging, collecting, combining, arranging, and card games, board games, problems and puzzles, role play and simulation techniques.

The simplest activities are based on the *information gap* principle. In these activities Student A has access to some information which is not held by Student B. Student B must acquire this information to complete a task successfully. This type of game may be *one-sided*, as in the above example, or *reciprocal*, where both players have information which they must pool to solve a common problem. The games may be played in pairs or in small groups, where all the members of the group have some information.

Guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.

Search games are another variant, involving the whole class. In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available

to fill in a questionnaire or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

Matching games are based on a different principle, but also involve a transfer of information. These games involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture; or as a pair work or small group activity, where players must choose pictures or cards from a selection to match those chosen by their partner from the same selection; or as a card game on the 'snap' principle.

Matching-up games are based on a jigsaw or 'fitting together' principle. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise the group must reach an agreement.

Exchanging games are based on the 'barter' principle. Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

Exchanging and collecting games are an extension of this. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging cards or articles at random; or as an inter-group activity, where players agree to collect a certain set of articles as a group and then exchange articles between groups; or as a card game on the 'rummy' principle.

Combining activities are those in which the players must act on certain information in order to arrange themselves in groups such as families or people spending holidays together.

Arranging games are also sometimes called sequencing or ordering games. These are games where the players must acquire information and act on it in order to arrange items in a specific order. Items to be arranged can be picture cards, events in a narrative, or even the players themselves!

Board games and card games are familiar game types, where the aim is to be first round the board, or to collect most cards, or get rid of cards first. The cards and squares on the board are used as stimuli to provoke a communication exchange.

All the above activities may include elements of puzzle-solving, role play, or simulation.

Puzzle-solving activities occur when participants in the game share or pool information in order to solve a problem or a mystery — where did the aliens come from?, did Annie commit the murder?, etc.

Many games include an element of *role play*. Players are given the name and some

characteristics of a fictive character. However, these are not role plays in the true sense, as the role play element is always subordinate to the game for the purposes of language use. The outcome of a game is 'closed'; once cards are distributed it develops in a certain predetermined way, while role play proper is open-ended and may develop in any number of ways.

Simulations — the imitation in the classroom of a total situation, where the classroom becomes a street, a hotel, or an office — are also used in the book, particularly in those games which practise interaction between the individual and services such as cinemas, theatres and estate agents. However, for reasons discussed above, these activities are simulation-games rather than true simulations since the outcome is again 'closed': students have a specific task or series of tasks to complete within the context of the simulation.

3 Some practical considerations

There are three main types of activity in this book: *pair work*, involving two partners, *small group work*, involving groups of three or four, and *whole class activities*, where everyone moves freely around the room. All these activities require some flexibility in the constitution of groups and organisation of the classroom. It is best to have the desks in a U-shape if possible. Students can then work with the person sitting next to them for pair work, and groups of threes and fours can easily be constituted by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole class activities, which involve all the students circulating freely, can take place in the empty area in the centre of the U-shape. Simulation activities may involve special arrangements of furniture and suggestions are made in the teacher's notes for these activities. If it is not possible to arrange the desks in this way, this need not deter you! The traditional arrangement of front-facing desks can easily be adapted to pair work, with people at adjoining desks working together, while small groups can be formed by two people turning their chairs round to face the two people behind them. Whole class activities present a little more of a problem, but often there is a space big enough for the students to move around in at the front of the class, or desks can be pushed back to clear a space in the centre.

Games are best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, giving the students a little while to study them, and then demonstrate the game with one of the students in front of the class. It will be found that the idea of the game is probably easier for students to grasp from seeing

the cards than from a verbal explanation, and that as they become more familiar with the idea of games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where more complicated card games are played in small groups, it is suggested that teachers hand out a photocopied rules sheet to each group of students together with the card(s). There is a reference in the teacher's notes for each game to indicate where rules sheets are provided. These are to be found at the back of the book, after the games material section.

Many of the games in this book involve role play. Role plays involve two distinct phases: preparation and production. In the preparation phase, students should be given sufficient time to digest the information on the role card and to ask the teacher for help with anything they do not understand. Some of the games have quite lengthy role cards that are almost mini-reading exercises in their own right, and students may find it helpful to make a few notes on the important points to help them focus on and remember the essential information. A list of 'essential vocabulary' — lexis that the students are likely to find difficult — is given in the teacher's notes for each game. In the role play games with long vocabulary lists however, students will not necessarily need to know *every* word on the list, just the ones on their particular role card. (They can then explain the meaning to other students during the course of the game.) If you have a large class, and the role play is to be done in two or more groups, it is helpful to put the students with the same role cards together in groups at the preparation stage to discuss the information on their cards and talk themselves into the role. When the students are sufficiently prepared, and all problems of comprehension ironed out, the role play can begin. Encourage the students not to rely too heavily on looking at their role cards, but to remember the information. With the shorter role cards, it is a good idea to collect these in before the role play begins; with the longer role cards, the students may feel they need to keep the notes they have made as a back-up, but they should be encouraged to internalise as much of the information as possible and to refer to the notes only if absolutely necessary.

The teacher's role in these activities is that of monitor and resource centre, moving from group to group, listening, supply any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. In many cases, the game could then be played again with different partners or with different role cards. In other cases, mostly in those

activities involving puzzle-solving, this will not be possible. However, a similar game with different information could easily be constructed to practise the same exponents, and suggestions have been made for this where appropriate.

The average time necessary for most of the games is 20-30 minutes, depending on the number of students playing. However, it is often possible to extend the game into a follow-up writing activity to consolidate the language practised in the game and suggestions have been made for this in the teacher's notes.

4 The role of games in the language programme

The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty. Last, but certainly not least, although the above discussion has tended to focus on methodological considerations, one of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

Teacher's notes

1 Tower block*

Type of activity

whole class
arranging

Function practised

describing habits

Exponent

present simple for describing habits

Lexical areas

academic subjects, hobbies, musical instruments, noises

Essential vocabulary

biochemistry, chemistry, biology, lit. (literature), geography, warden, philosophy, physics, PhD, architecture, anthropology, sociology, PE (physical education), engineering, politics, agriculture, oceanography, economics, geology, technology, saxophone, violin, guitar, double bass, cello, drums, droning, bleeping, yowling, thumping, vibration, grunt, yell, shouting, cheep, whistle, swearing, yapping, scream, barking, fitness freak/fanatic, opera buff, computer buff, folk dancing, unearthly hour, all hours of the day, a whole bunch, get worked up, just as well, keep the noise down, indescribable, get on with

How to use the game

The game can be played with between 7 and 46 students — the more the merrier! If you have a small class, it's a good idea to combine classes with another teacher for this game.

You will need a fairly large space for this game. If you don't have a large classroom or hall, it's best done outside.

Copy one role card for each student. The cards are printed in the order of the 'floors' in the tower block (page 1 = ground floor, page 2 = first floor, etc.) so if you have fewer than 46 students, make sure that you copy the cards in the order they are printed in the book (ie. if you have twenty-five students, use the first twenty-five cards).

You will also need to prepare up to seven large sheets of paper with the words, GROUND FLOOR, FIRST FLOOR, SECOND FLOOR, etc. written on them (depending how many students, and therefore floors, you have in the 'tower block'). These should be placed on the ground to indicate where the floors of the block are:

etc.

SECOND FLOOR

FIRST FLOOR

GROUND FLOOR

leaving enough space for students to assemble

themselves in rows.

Give each student a role card.

Tell them they are all college students and live in a college hall of residence which is x floors high.

They have information on the card about themselves and their neighbours above and on either side of them. Several of their neighbours have annoying habits.

Give them some time to read and absorb the information and ask you about problems.

The object of the game is for the students to use the information they have about their neighbours to arrange themselves in rows corresponding to the floors of the tower block. To do this, they will have to get up and move around the class, asking questions and describing themselves and their habits so that they find their neighbours, and then find the right place on the right 'floor'. (On every floor, there are about half the students who know the exact location of their rooms: the others should be able to locate themselves using them as reference points.)

When they are in the right places, ask them to complain to their neighbours about their annoying habits.

Note: You might like to check that they have all found the right place: a 'floor plan' of the building is at the end of the role cards section for quick reference. You can either use this to do a whole class check yourself, or cut it into 'floors' and give one strip to each 'floor' and ask them to check themselves.

2 Whatsitsname?

Type of activity

whole class or small group
collecting and exchanging

Function practised

describing objects

Exponent

a thing which —s

a thing for —ing with

relatives with end prepositions

Lexical areas

tools and utensils

Essential vocabulary

cut, open, join, screw, beat, hit, put, write, wash, make, turn, cook, dry, hold, paint, get out of, dig, contain, heat, water, grass, bottle, tin, cork, egg, wood, screw, nail, material, clothes, hole, food, flowers, hair, paint, fish, earth, tea, coffee, plants, letters, paper

Students do not have to know the names of the objects in the pictures before the game, but may like to learn them afterwards.

How to use the game

This game may be played with from 6 to any number of players.

Version 1:

Copy one large picture for each student in the class. Then copy the smaller pictures, so that the objects in the smaller pictures correspond with the objects in the large pictures you have copied.

Give each student one large picture and four randomly selected smaller pictures.

The object of the game is for each student to collect four small pictures to correspond with the four objects on the large picture. To do this, they will have to move around the room asking other students for the things they require *BUT without mentioning the name of the object (even if they know it).* (Not 'Have you got a corkscrew?' but 'Have you got a thing for opening wine bottles with?')

If a student has a small picture corresponding to the object requested, it should be handed over. The game is finished when all students have the objects they require.

Note: To make it easier to see who has finished and who is left, ask students to sit down when they have collected their items and got rid of the cards they don't need (and give them a task to do to keep them busy and/or quiet, such as writing definitions of the objects they have collected).

Version 2:

Copy each large picture and each small picture once. Divide the students into six groups and assign each a different area of the classroom.

Give each group one large picture and four randomly selected smaller ones.

The object of the game is as above, but groups must negotiate with each other for the pictures they need. Each group is only allowed to send out and receive one 'ambassador' at a time.

Note: This version is easier to play with a large class, or where space is limited, but leads to less individual language practice.

3 The three wishes game

Type of activity
whole class
information search

Function practised
expressing wishes

Exponent
I wish I could...
I wish I had...

I wish I was...

Lexical areas
personal characteristics, talents and abilities, possessions

Essential vocabulary
as required by students: impossible to specify in advance

How to use the game

The game may be played with any number. Photocopy and cut up the 'granting cards' so that there is one for each student in the class. Put them in a hat or bag.

Give each student in the class a slip of paper and ask them to write three wishes on it, as follows:

I wish I could...

I wish I had...

I wish I was...

Ask them to fold it up and keep it in a pocket.

Then pass round the hat or bag and ask each student to take one granting card.

Tell them that the card gives them magic powers to grant any wishes to do with that subject.

There is only one snag: they can't grant their *own* wishes!

The object of the game is to find people to grant their three wishes. To do this, students must move round the class, telling people their wishes until they find someone who can grant them. When they have had all their wishes granted, they can sit down.

4 Relatively speaking

Type of activity
small group
guessing card game

Function practised
defining

Exponent
...a person who...
...a machine which...
...a place where...

Lexical areas
occupations, places, machines and tools

Essential vocabulary
doctor, pilot, policeman, teacher, dentist, postman, fireman, astronaut, queen, church, hospital, library, school, post office, zoo, swimming pool, prison, vacuum cleaner, dishwasher, oven, washing machine, hairdryer, typewriter, calculator, lawnmower

These words should not be overtly pre-taught as that would 'give the game away'. It would be better if possible to introduce any unfamiliar words in a different context or lesson.

How to use the game

Students play this game in groups of three or four. Copy one set of picture cards for each group, and cut them up.

Copy a rules sheet (at the back of the book) for each group.

Students should place the picture cards face down in a pile in the centre of the group.

The first player should take the top card from the pile and look at it without showing it to the others. He/she should give a definition of the person, object or place on the card, but without mentioning the name, for example, *This is a place where you go when you're sick.*

The first player who guesses 'hospital' correctly gets the card.

If no one can guess, the player holding the card may keep it.

The object of the game is to collect cards. The player with the most at the end is the winner.

The 'language mileage' in this game will vary according to the level of the students playing it. For instance, it will probably be enough for low-level students to produce the above definition, but more advanced students will get more fun out of the game if they realise that they can prevent their opponents getting cards by giving more subtle definitions, such as, for the above example, *This is a place where nice people give you tea in bed.*

5 Lifeswap*

Type of activity

whole class
exchanging

Function practised

describing lifestyle and habits

Exponent

present simple

Lexical areas

home, daily life, feelings

Essential vocabulary

cottage, detached, semi-detached, tent, caravan, mansion, flat, plane, film star, tramp, circus, businessman, monk, pop star

Other vocabulary impossible to specify, as it depends on students' imagination.

How to use the game

The game may be played with any number of students.

Copy enough picture cards for there to be one for each student.

Give these out to the students and ask them to imagine that they are the person pictured on the card. Give them a little while to imagine what it would be

like to be that person: what do they do every day?, what does the house look like inside?, etc.

Then tell them that they are fed up with their lifestyle as pictured on the card, and would like to change if possible.

Give them a little longer to work out exactly what it is that they dislike so much about their present lifestyle, and what they are really looking for in life.

Then ask them to go round the class and explain their problems to other people until they find someone with whom they would like to swap lifestyles.

The object of the game is to find someone with whom they can swap lifestyles. Only exchange is possible: you cannot just give away lifestyles.

When they have found someone with whom they can exchange lifestyles, they should sit down.

Note 1: At first people may be looking for a lifestyle which doesn't exist. The initial phase of the game, where players sort out which lifestyles are actually available and which are impossible dreams, may take a while. Eventually they will probably find they have to compromise...

Note 2: To occupy those who have finished first and are sitting down, give a writing task, for example a letter describing what your previous lifestyle was like, why you have swapped and what your life is like now.

6 Matchmaking

Type of activity

whole class
matching

Function practised

describing character, tastes and habits

Exponent

present simple

Lexical areas

hobbies and interests

Essential vocabulary

as required by students: impossible to specify in advance

How to use the game

Play this game with any number of students.

Copy twice as many cards as there are students in the class.

Put students together in pairs and give each pair four cards. Ask them to discuss the pictures on the cards they have been given and to fill in the details on the card, according to their impressions of the character in the picture.

Collect in the cards.

Divide the class into approximately $\frac{1}{3}$ and $\frac{2}{3}$.

Divide $\frac{2}{3}$ of the class into pairs, and ask them to sit together at strategically placed desks around the room. (For example, if you have a class of 24, ask 16 of them to sit in pairs at 8 desks in different parts of the room.)

These students are the 'marriage bureaux'.

The remaining $\frac{1}{3}$ of the students are looking for a partner.

Give these 'hopefuls' one card each (appropriate sex). Tell them to imagine they are the person on the card. Divide the rest of the cards equally among the marriage bureaux.

These represent the partners that the bureaux have on their books.

The object of the game is to find a suitable partner.

To do this the 'hopefuls' must visit the marriage bureaux, describing themselves and what they are looking for, until they are offered someone suitable.

Note: Some students will finish before others. Ask them to sit down when they have found a partner and to write a letter to a friend describing the new man/woman in their life.

7 Whose?

Type of activity

whole class
search

Function practised

describing people

Exponent

whose
present simple
wh — questions
yes/no questions

Lexical areas

family, hobbies, pets, likes and dislikes

Essential vocabulary

as required by the students

How to use the game

Play this game with any number of students. Make one copy of the questionnaire for each student in the class.

You can choose to:

- leave the questionnaire completely blank so that the students fill in both names and information (in which case students will be asking *wh*— questions)
- fill in the names of the students in the class, so that students have to find something out about specific people in the class (but make sure the students you specify do have brothers, dogs,

heroes, etc!). In this case, students will also be asking *wh*— questions.

c) fill in the information, but not the names (for example, *...is a student whose mother has brown eyes*) so that students have to find the people described. In this case students will be asking *yes/no* questions. When you have prepared the questionnaires, give one to each student in the class.

The object of the game is to complete the

questionnaire. To do this, students will have to move around the class, asking each other questions until they have enough information to complete the questionnaire.

As they finish, ask students to sit down in pairs and give each other a quiz on the information they have gathered (for example *Whose dog is called Bonzo?*, *Tell me the name of the student whose pet hate is spiders*, etc.).

8 Alien*

Type of activity

whole class
information search role play

Function practised

reporting past events
describing objects and people

Exponent

past tenses, especially past continuous/simple contrast

Lexical areas

everyday (and not so everyday) activities

Essential vocabulary

flashing, humming, saucer-shaped, spaceship, planet, computer, keyboard, destroy, rocket, attack, diverted, uniform, spit, UFO (Unidentified Flying Object), frightened, whimpering, madwoman, whizzing, fire, land, fire brigade, overhead, shake, teasing

How to use the game

The game may be played with groups of 8-16 students. If you have more than 16 students, play the game in two or more groups.

Copy one role card for each student in the class. The first eight role cards are essential, the others are 'floaters', so make sure you include the first eight cards for any group.

Tell the students that something very strange has just happened: a UFO landed in their neighbourhood, remained there for a few minutes, and then took off again. They are all neighbours, who witnessed the landing: their role card will tell them what they saw and heard.

Give them each a role card and allow a few minutes for them to read and absorb the information and ask

you about any problems.

Then tell them that the UFO has just disappeared and they have all rushed out of their houses to tell each other what they saw. Ask them to tell as many people as possible what they witnessed.

When they have finished, regroup the students into small groups of three or four and give them a questionnaire to discuss and fill in.

The object of the game is to complete the questionnaire, and find out where the aliens came from (Saturn).

9 Sci-fi dominoes/Fairytale dominoes*

Type of activity

small group
arranging card game

Function practised

narrating

Exponent

past tenses

Lexical areas

science fiction, fairytales

Essential vocabulary

1: *spaceship, planet, space, alien, explode, monster, volcano, cactus, crab, fog*

2: *wolf, princess, prince, tower, frog, castle, lake, island, forest, thunderstorm, eagle, dragon, carpet, magic, needle, dragon, witch, ring, river*

How to use the game

This game is played in groups of three or four. Copy one set of cards (sci-fi or fairytale) for each group.

The cards should be dealt out equally to all the members of the group.

The first player begins by choosing a card from his/her hand and laying it down on the table as the first event of the story, describing as he/she does so, what happened in the story.

The second player should then choose a suitable card to follow on as the next event in the story, and lay it down on the table next to the first, narrating the next stage in the story.

The object of the game is to build up a co-operative story.

When all groups have finished their stories, they can visit each others' tables and explain the stories to each other.

The activity also leads nicely into a follow-up writing activity.

There is a rules sheet for this game at the back of the book.

10 Crossed lines

Type of activity

whole class
information search

Function practised

asking for information

Exponent

question forms

Lexical areas

entertainment and services

Essential vocabulary

performance, book (tickets), appointment, matinee, weekday, what's on, bookable, advance, on the hour

How to use the game

This game may be played with any number of students.

Copy enough task sheets for half the class, and enough information sheets for half the class.

Place the chairs around the room in pairs back to back. Ask half the students to sit on the chairs (one student to each pair of chairs).

Give these students one information sheet each.

Give the other students a task sheet each.

The object of the game is for these students to complete their task sheets in order.

To do this, they will have to go and sit on one of the empty chairs, and 'telephone' the stationary student behind them, beginning the conversation with, for example, *Hello, is that the Gaumont Theatre?*

If they get the right number (*Yes, can I help you?*), they should ask for the information they need and write it down on the task sheet.

If they get a wrong number (*No, sorry. I'm afraid you've got the wrong number, this is the station.*) they should apologise, 'ring off' and move on to another pair of chairs.

They must complete the tasks in order, so they cannot make two consecutive phone calls from the same place. Thus the student in the above example must find the Gaumont Theatre first and obtain the necessary information, before returning to the 'station' to ask any questions.

The first student to finish is the winner.

11 Ideal homes*

Type of activity

whole class
matching/simulation

Function practised

describing places/houses
expressing wants and preferences

Exponent

I'd like...

I need...

I'd prefer...

...would be better, etc.

Lexical areas

houses

Essential vocabulary

names of rooms, grounds, secret, trapdoor, greenhouse, gymnasium, trapeze, sauna, aviaries, distorting mirror, booby trap, safety net, sauna, cages, safari, regal, extensive, ideal, converted, access, feature, magician, clown, lion-tamer, deposed, ornithologist, critic

How to use the game

The game may be played with any number of students.

Divide the students into two groups:

approximately $\frac{2}{3}$ should be house hunters, $\frac{1}{3}$ should be estate agents.

Copy one job card for each of the house hunters.

Copy a corresponding house card for each of the job cards:

Magician : House 1

Clown : House 2

Lion-tamer : House 3

Ex-king : House 4

Olympic swimmer : House 5

Film critic : House 6

Acrobat : House 7

Ornithologist : House 8

Gardener : House 9

Large family : House 10

Copy an equal number of ordinary houses.

Make a sign for each of the estate agents.

Divide the estate agents into three groups, and assign them 'offices' in different areas of the classroom.

Give each 'office' a sign and deal out an equal number of randomly selected house cards to each office. These are the houses they have on their books.

Give each of the house hunters a job card.

Tell them to imagine that they are that person and are looking for a suitable house.

Give the estate agents a few minutes to look through and familiarise themselves with their house cards and to put a price on each house, and let the house hunters have a few minutes to dream up their ideal homes.

When they are ready, the house hunters can begin to visit the estate agents' offices to look for houses.

House hunters and estate agents have different objectives:

The object of the game for the house hunters is to find a house that is ideal for them.

The object of the game for the estate agents is to sell as many houses as possible.

When the game is over, you might like to check whether the house hunters did in fact get the most suitable houses, or whether they got 'fobbed off' by convincing estate agents.

12 Good news, bad news

Type of activity

Small group

matching card game

Function practised

reporting past events/talking about the past

Exponent

past simple

Lexical areas

everyday activities

Essential vocabulary

a cold, bunch of flowers, parcel, skiing, concert, tickets, snow, cancelled, party, marry, stereo, prize, meal, burnt, rain

How to use the game

This game is played in groups of three or four.

Version 1: Snap

Copy one set of picture cards for each group and cut them up.

The cards should be dealt out equally to all the players in the group.

The first player should produce a 'good news' (GN) card and lay it on the table, describing what happened, beginning *The good news is...* (for example, *The good news is, I decided to ask her to marry me*).

The other players should try to find the corresponding 'bad news' (BN) picture. The player who has the picture should lay it on the table, describing the bad news for example, *The bad news is, she refused*.

The player who produces the matching bad news can collect the 'trick'.

The object of the game is to collect as many 'tricks' as possible. The player with the most at the end is the winner.

At the end, the combinations the players made can be compared with the order on the original sheet. There is a rules sheet (A) for this game at the back of the book.

Version 2: Quiz

Copy one set of pictures for each group, but do not cut them up.

Instead the sheets should be handed intact to one person in each group: the quizmaster.

The quizmaster 'reads' out the good news for example, *The good news is, I asked her to marry me*.

The others try to guess what the bad news is, for example, *The bad news is she didn't hear me / The bad news is I asked the wrong person / The bad news is she said yes*, and so on.

The quizmaster awards a point to the player who guesses correctly.

The object of the game is to get the most points. This version works well with more advanced, or more imaginative students: it actually produces more language.

There is a rules sheet (B) for this game at the back of the book.

13 Good intentions or The road to hell

Type of activity

whole class
matching

Function practised

stating intentions

Exponent

I'm going to...
(*I was going to*)

Lexical areas

everyday activities

Essential vocabulary

smoking, drinking, eating chocolate, shouting, harder, work, nice, person, lose weight, decorate, tidy, exercise, travel, punctual, decisive, relaxed

How to use the game

This game may be played with any number of students.

Copy the 'good intentions' form for every student in the class.

Give out the forms to the students. Ask them to imagine it's New Year's Eve and they are making their resolutions for the New Year.

Ask them to tick off on the form the resolutions they are making for themselves and to add one more personal resolution on the last line.

Then ask them to go around the class asking other people about their resolutions and telling them about their own.

The object of the game is to find someone with at least three resolutions that are the same as yours.

When the students have found their match, ask them to sit down together and imagine the time is one year later.

Ask them to tell each other what they succeeded in doing and what they were going to do, but didn't.

14 Future snap

Type of activity

small group
matching card game

Function practised

talking about the future

Exponent

future time clauses

going to

present continuous

will

will be -ing

will have -ed

Lexical areas

everyday activities

Essential vocabulary

go ahead with, be ready to, make money

How to use the game

This game is played in groups of three or four.

Copy and cut up one set of cards for each group.

The cards should be shuffled and dealt out equally to all the players.

Player 1 should begin by taking any first half sentence, reading it out and laying it on the table. The other players should try to find a second half to complete the sentence.

The first player to find an appropriate second half may collect the two cards and keep them as a 'trick'.

The object of the game is to collect as many 'tricks' as possible. The player with the most at the end is the winner.

Several combinations of half sentences are possible, though some are more 'likely' than others. To score a 'trick', the combination must a) make sense (for example, *As soon as I arrive, I'll tell him what I think of him* is possible, but *As soon as I arrive, I'll have left the country* is not) and b) be grammatically correct. In cases of dispute, the teacher should arbitrate.

There is a rules sheet for this game at the back of the book.

15 Told you so!*

Type of activity

whole class
information search role play

Function practised

giving advice and opinions

Exponent

should

ought to

*should have
ought to have
will*

Lexical areas

bad habits, personal disasters

Essential vocabulary

*nothing in common, truant, expelled, engaged, bankrupt,
rowing, nagging, divorce, in trouble with, prison
sentence, shoplifting, gang, rough, debt, fiancée, little
devil, rude*

How to use the game

The game can be played with any number of students, but is probably best played in groups of 8 to 16. If you have more than 16 students make two groups.

Copy one 'now' and one 'one year later' role card for each student.

Copy one questionnaire per pair of students.

This game has four phases.

Phase one: Give out the 'now' role cards. Ask the students to imagine that they all work in the same place. It's the coffee break, and they are all bringing each other up to date with various bits of juicy gossip. Ask them to offer opinions to each other on what people should or shouldn't do about their problems.

Phase two: When they have all gone round and advice has been offered, seat them in pairs and give them a questionnaire to fill in together. They should discuss what the problem is, what should be done about it, and make a prediction as to what will probably happen.

Phase three: When they have finished, give each student the appropriate 'one year later' card, and ask them to go round as before, but this time with a 'told you so' attitude, commenting on what people *should have done*.

Phase four: When they have finished, put them back in pairs.

The object of the game is to discover how many of their predictions were correct.

The highest score wins.

16 Why not?

Type of activity

small group
guessing

Function practised

speculating

Exponent

second conditional

Lexical areas

everyday activities

Essential vocabulary

*colour blind, abolished, banned, daylight, broadcasting,
printing*

How to use the game

This game may be played in groups of three or four.

Copy one set of statements for each group and cut them up.

Give three or four slips to each member of the group and ask them to complete the statements without showing the others. When they have finished, ask them to read out the first part of each sentence to the rest of the group, who must try to guess how they completed it.

If a player guesses correctly, they should be 'awarded' the slip of paper.

The object of the game is to collect as many slips of paper as possible.

The player at the end with the most is the winner.

17 Office politics*

Type of activity

whole class
information search role play

Function practised

stating opinions
describing character

Exponent

I think that...

In my opinion, etc.

adjectives for describing character

Lexical areas

character, talents and abilities

Essential vocabulary

punctual, efficient, inefficient, cheerful, grumpy, bad-tempered, hopeless at, precise, rigid, inflexible, flexible, organised, disorganised, decisive, indecisive, friendly, pompous, good-natured, down-to-earth, narrow-minded, kind, natural, careless, weak, open-minded, unpretentious, competent, miserable, standoffish, moaning, complaining, nice, shy, kind-hearted, forgetful, gentle, moody, muddled, tolerant, broad-minded, absent-minded, vague, rude, eccentric

How to use the game

The game may be played with 8-16 players. If you have more than 16 students, play the game in two or more groups.

Copy one role card for each student in your group/class.

If you play with 9 people, you will have to add the information about Gerry (just joined, very nice but

rather shy) to Chris's role card. If you play with more than 9 you will have to add the information about the *last* person in the series to Gerry's role card, for example, if you play with twelve students then the last card in the series will be the twelfth card, Dani, and you will have to add the information about Dani (joined at the same time, nice, but absent-minded) to Gerry's role card. You will also need sticky labels or pins for badges. Give out the role cards to the students. Ask them to make a badge for themselves with their name on. Tell them that they all work in the same office and that since their boss is leaving, one of them is eligible for promotion. Naturally, everyone has very strong ideas about who it should/shouldn't be, which they want to communicate to as many people as possible.

However, the rule is: you can say as much as you like about the people behind their back, but *never* to their face.

The object of the game is to find out what other people think of you.

You can either set a time limit on the game and when it is up, see how many people discovered anything about themselves and whether they discovered one opinion or two conflicting ones, or make a rule that as soon as people discover an opinion about themselves, they should sit down, out of the game. It then gets progressively harder for those that are left to find anything out. The aim of the game then is not to be left in until last.

18 Yuck!

Type of activity
pairwork/small group
information gap

Function practised
describing feelings

Exponent
It makes me + adjective
It makes me + verb (+adjective)

Lexical areas
feelings

Essential vocabulary
as required by students, but the following may be useful: *happy, sad, miserable, cold, drunk, excited, uncomfortable, laugh, cry, warm, hot, calm, nervous, tired, fat, hungry, bored, lonely, frightened, shiver, depressed, worried, anxious, lonely*

How to use the game

Version 1:
Students play the game in pairs.
Make one copy of the sheet of pictures for each student in the class.

Leave half the number of sheets intact, but cut up the others.

Divide the student into pairs.

Give student A the intact sheet of pictures, and tell him/her to look at it, but not to show it to student B.

Give student B the cut up pictures. Student A should describe his/her reaction to each of the pictures in order, for example, *It makes me sad, It makes me feel warm and happy*, etc.

Student B should select the pictures described by student A and arrange them in order.

The object of the game is for student B to arrange the pictures in the right order.

There is a rules sheet (A) for this game at the back of the book.

Version 2:

This version can be played in small groups of three or four.

Copy and cut up one set of pictures for each group. The cards should be placed face down in the middle of the group.

Player 1 takes the first card and describes his/her reaction to it (*It makes me happy, sad, fat*, etc.).

The others try to guess what the object is.

The player who guesses correctly may keep the card.

The object of the game is to collect as many cards as possible.

There is a rules sheet (B) for this game at the back of the book.

19 Sales reps*

Type of activity
whole class
matching

Function practised
describing properties and abilities

Exponent
will be able to
won't be able to

Lexical areas
everyday tasks and obligations

Essential vocabulary
as required by the students: words to do with household chores, office jobs and gardening may be requested

How to use the game

The game may be played with any number of students.

Divide the class into two equal halves: sales reps and buyers.

Copy three machine cards for each of the sales reps.

Give out the cards to the sales reps.

Give the sales reps five minutes to: 1 write down what the user of each machine will be able to do/won't have to do (for example, *You won't have to spend hours learning irregular verbs. You'll be able to speak fluent idiomatic English instantly.*). 2 give each machine a price (up to £1,000).

Give the buyers five minutes to write down three everyday problems. What would they like to be able to do? What would they like not to have to do any more?

Tell the buyers they each have £2,000 to spend on machines to improve the quality of their lives.

They should go round explaining to the sales reps what they would like to be able to do/not to have to do any more, and the sales reps can tell them what the machines can do for them.

The object of the game is for the buyers to obtain the machines they want and the sales reps to sell all their machines.

The sales rep with the biggest profit at the end of the game is the winner.

20 Parent power

Type of activity

whole class/large group
arranging

Function practised

asking for and giving permission and prohibiting

Exponent

past passives

Lexical areas

childhood activities

Essential vocabulary

sent to bed, have a day off, pocket money, smack

How to use the game

This game works best with groups of about 8-10 people, though if you have a small class (up to about 16) you can do it with the whole class.

Make one copy of the questionnaire for each person in the class.

Give out the questionnaires and ask the students to fill them in.

Then put them together in groups of about 8-10 people and ask them to line themselves up in order, according to who had the strictest parents.

The object of the game is to find out who had the strictest upbringing.

21 Promises, promises

Type of activity

small group

exchanging role play

Function practised
making promises

Exponent
will

Lexical areas
family life

Essential vocabulary

moaning, can't stand, pick up, give a lift, fence, chop, weed, attic

How to use the game

This game is played in groups of 6-8. For groups of 6 leave out Auntie Joan and Susie. For groups of 7 leave out Susie.

Copy one set of role cards for each group.

Give the role cards to the students and tell them that they are all members of a family. Every member of the family wants the other members to promise to do something.

The object of the game is to extract the four promises.

The rule is, you must promise to do something only if you are promised something in return.

22 It wasn't me, Officer*

Type of activity

whole class
information search role play

Function practised

describing past experiences

Exponent

past tenses
present perfect

Lexical areas

interests, hobbies, travel

Essential vocabulary

opera, jewellery, jazz, lion cub, koala, antiques, smuggler, bird-watching, skiing, ski pass, mountain walking, incriminating, burglar, suspect (v)

How to use the game

This game may be played with any number of people.

Copy one role card for every member of the class, ensuring that as far as possible, every 'thief' card has a corresponding 'police' card.

Give out the cards.

Don't mention the words thief or police to the students, but simply tell them that they are all at a party, where they know very few people and they have to introduce themselves and make polite conversation about their hobbies, interests and so on.

The object of the game is for the police to identify their suspects.

When they have all had a good chance to mingle, stop the game suddenly.

Ask the police to come forward and identify their suspects, giving reasons.

If a suspect is correctly identified, he/she must confess.

23 Guess what I've been doing!

Type of activity

small group
guessing card game

Function practised

describing recent activities

Exponent

present perfect continuous

Lexical areas

everyday activities

Essential vocabulary

muddy, peeling, sauna, black eye

How to use the game

This game may be played in groups of three or four.

Copy and cut up one set of cards for each group.

Place them face down in the middle of the group.

The first player takes one card, but must not show it to the rest of the group.

He/she should imagine they are the person depicted on the card and describe their appearance to the rest of the group, for example, *I'm crying*.

The rest of the group must guess what activity the first player has been engaged in, for example,

You've been quarrelling, You've been watching a sad film, You've been peeling onions.

The player who guesses correctly is allowed to keep the card.

The object of the game is to collect the most cards.

There is a rules sheet for this game at the back of the book.

24 School reunion

Type of activity

Large group/whole class
information search role play

Function practised

describing past habits

Exponent

used to
present tenses

Lexical areas

habits, jobs, school life

Essential vocabulary

chewing gum, bike sheds, paper darts, share, fantastic, practical jokes, detention, chatting, tell tales, actor, businessman, dentist, model, politician, taxi driver, soldier, undertaker, vicar, dustman, TV interviewer, spy, pilot, accident prone

How to play the game

Play the game with 8-16 players. If you have more than 16 in the class, divide the class into two or more groups.

Copy one role card for everyone in the class/group.

It is important to copy the cards in order, so if you have 9 people in a group, use the first 9 cards, if you have 10, use the first 10 and so on. Also see note below.

Make one copy of the questionnaire for every three or four people. If your class/group is smaller than 16, cut off the questions which are about the role cards you are not using.

You will also need sticky labels or pins for badges.

Give out the role cards and ask each student to make themselves a badge with their 'name' on.

Give them a few minutes to read and absorb the information on the card, then tell them that they are going to a school reunion — twenty-five years on.

They are very curious about what happened to their old school mates, and should try and mingle and find out as much as possible about what people are doing now.

When they have finished gossiping, regroup them into threes or fours and give each group a questionnaire to fill in.

The object of the game is to complete as many statements as possible.

The group that can answer the most is the winner.

Note: Because of the way the game is constructed, if you play with more than 8 people, you will have to add a piece of information on one role card. For example, if you have a group of nine, no one will have any information about the ninth person, Chris, so you will have to add on one role card (any one except Chris's own) the information that Chris used to play practical jokes. If you have ten people, the information about the tenth person, Jan, will be missing and you will have to add that onto a role card. And so on up to the 16th person, Glen(da). (*Glen(da) used to be accident prone.*) It is always the information about the last person that is missing.

25 Lifemap*

Type of activity

1 small group: board game