Why use activities and games in the foreign language classroom? First of all, they enhance language learning in a way that students don’t really feel that they are really studying; it is learning through fun! And who doesn’t enjoy having fun for a change? Or would you rather sit in class, bored as you could ever be, trying to learn something in the dullest way possible?

So, let’s try some of the games!
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II. TONGUE TWISTERS
**ADD A WORD**

**TIME:** as short as 5 minutes per round  
**LEVEL:** upper beginners to intermediate  
**MATERIALS:** writing surface or blank word cards  
**PURPOSE:** to practice sentence building  

**INSTRUCTIONS:**
The teacher writes a short, simple sentence on the board. One by one, students give the teacher one word and says where it fits into the sentence. It is then added and the next student takes a turn.

**ALTERNATIVES:**
Students may be allowed to add two or three words; students may be allowed to replace a word with two more. The board can become crowded. To avoid this, words can be written on cards and the sentence built from the word cards.

**BALL GAME**

**TIME:** 5 minutes  
**LEVEL:** any  
**MATERIALS:** ball  
**PURPOSE:** vocabulary review  

**INSTRUCTIONS:**
Students stand up in a circle around the teacher. A ball is tossed to a student and the teacher asks a question, e.g.: “Say a colour”. The student then responds and throws the ball back to the teacher. The teacher then throws the ball to another student and asks another question. For higher levels, you can ask such questions like “Give me the past participle of an irregular verb”. This is a fast game, and it is great for reviewing vocabulary.

**BINGO**

**TIME:** 15-30 minutes  
**LEVEL:** absolute beginner to lower intermediate  
**MATERIALS:** item list, bingo cards (students can make these)  
**PURPOSE:** to review vocabulary, practice spelling and reading, matching words to pictures, etc.
INSTRUCTIONS:
Draw a 3x3, 4x4 or 5x5 square box and ask students to draw a picture or write an item in each box (from item list). You might like to draw each picture on the board in a random order and the students draw them in their grid. (This is very useful since you can review the words together with the whole class as you go along, and help students with ideas of how to draw them). Call out items and students cross them off.

ALTERNATIVES:
Have students say the items in a sentence when they cross them off.

BLIND OLYMPICS
TIME: 15-20 minutes
LEVEL: beginners to intermediate
MATERIALS: classroom and classroom furniture, blindfolds
PURPOSE: to practice giving directions

INSTRUCTIONS:
Rearrange class into an open space. Make two (or more) teams.
In each team one person is blindfolded. The other students make the class into an obstacle course. Students from each group give directions to their candidate to reach the finishing line at end of the room.
Every time their competitor touches an item in the room they loose a point and if they touch the other competitor they loose two points (or any combination you like).

BOARD GAMES
TIME: 10 minutes and up
LEVEL: absolute beginner to intermediate
MATERIALS: playing board (or cards), dice (or coins)
PURPOSE: to review vocabulary

INSTRUCTIONS:
A board is prepared. Students roll dice to move around the board and the first one to complete this wins.

ALTERNATIVES:
The "board" can be made up of cards that can easily be arranged in
a circle;
topics can include questions or commands to which students must respond, verbs
y they have to conjugate or use in a sentence or both, pictures they have to find
English words for, etc...
Coins can be used with two heads being 3, heads and tails being 2 and two tails
being one.
Some spaces can send you back or ahead.

CATCH
TIME: very short
LEVEL: any
MATERIALS: ball (or other throwable item)
PURPOSE: various reviews, student fluency

INSTRUCTIONS:
Choose a set of vocabulary items. The student holding the ball says an item and
throws the ball to another student. That student has to say the previous item
and then their own item.

ALTERNATIVES:
Students each have one vocabulary item. You say your own item and the item of
the student to whom you’re throwing the ball.

CATEGORIES
TIME: 5-20 minutes
LEVEL: beginner to intermediate
MATERIALS: picture to lable (optional)
PURPOSE: to show memory strategy of grouping and to share vocabulary

INSTRUCTIONS:
Students break into teams. Each team tries to come up with as many words as
they can in a category.

CHARADES
TIME: 5-30 minutes
LEVEL: beginner to intermediate
MATERIALS: list of action words or pictures
PURPOSE: to practice action verbs

INSTRUCTIONS:
Students break into groups of 4-6. One person is given the list of actions. She mimes an action and others try to guess what she’s doing. The group tries to get through all the actions the fastest wins the actor changes.

ALTERNATIVES:
The teacher can act in front of the whole class who try to guess fastest guesser wins.

CHINESE WHISPERS
TIME: 5-10 minutes
LEVEL: beginners to intermediate
MATERIALS: none
PURPOSE: review

INSTRUCTIONS:
Divide the class into even rows. The last member of each row (at the back of the class) is taken out of the classroom. A key letter, word or sentence (depending on level) is given.
The students run back inside, and whisper the key to the next student in their row. It is whispered down through the row until the last member writes it on the board.
The first student to write it on the board correctly wins the point for their team/row.

CIRCLE THE NUMBER RELAY
TIME: 5-10 minutes
LEVEL: absolute beginners to lower intermediate
MATERIALS: white board
PURPOSE: to practice numbers

INSTRUCTIONS:
Various numbers are written clearly and firmly on the board. They should be written at the height the learners can reach.
There are two teams. One member from each team stands at the board, colored chalk in hand (each team has a different color).
Someone calls the numbers and the first to put a ring round the correct one scores a point for their team. Then replace the 2 representatives and do it again.

**ALTERNATIVES:**
Instead of numbers it can be clock times, dates, pictures, telephone numbers. You can also make this a race game: when the number is called, the first in each team rushes to the board and circles the number, then hands the chalk to the second person and another number is called.

**COFFEEPOT GAME**
**TIME:** 10-15 minutes  
**LEVEL:** beginners to intermediate  
**MATERIALS:** none  
**PURPOSE:** verb review

**INSTRUCTIONS:**
This is a traditional but fun game to play: one student is sent out of the class and the remaining students choose a simple verb (e.g. walk, eat, dance, etc). The student that is outside then returns and has to find out which is the mystery verb by asking yes-no questions to the other students. The word coffeepot is provided to substitute the verb. The student then asks: “Do you coffeepot every day?; Do you coffeepot with your legs?” until he/she finds out which is the mystery verb.

**COLLOCATIONS**
**TIME:** 3-10 minutes  
**LEVEL:** upper beginners to intermediate  
**MATERIALS:** none  
**PURPOSE:** vocabulary review

**INSTRUCTIONS:**
The teacher says a verb and the students in groups have to write down as many nouns that can be objects of that word as they can. After X minutes the teacher calls “pencil down” and the students must call out the words they wrote down. The team who can call out the most is the winner.
**CONCENTRATION**

**TIME:** 10-15 minutes  
**LEVEL:** absolute beginner to lower intermediate  
**MATERIALS:** pairs of opaque cards (8-16 pairs)  
**PURPOSE:** to review vocabulary, practice spelling and reading, matching words to pictures, etc.

**INSTRUCTIONS:**
The cards are placed face down and mixed up. Students take turns turning over the cards. As they turn over the first one they must say what it is or use it in a sentence. They turn over another card. Again they have to use the word. If the words match, they can keep the two cards.

**ALTERNATIVES:**
Students have partners. One person turns over one card and tells the other person “I have a...”. The partner tries to turn over the matching card.

**CRAZY STORY**

**TIME:** 15-20 minutes  
**LEVEL:** intermediate to advanced  
**MATERIALS:** sheets of paper, pens  
**PURPOSE:** writing process  
**INSTRUCTIONS:**
Give a sheet of paper to each student. Tell them to start a story. You can start it yourself, with “Once upon a time...” and have them continue. After a few minutes, tell students to give the sheet to the student on the left and continue his/her partner’s story. Repeat the procedure about four times and ask the students to finish it. You’ll be surprised with the results.

**DO AFTER ME**

**TIME:** 5-10 minutes  
**LEVEL:** beginners to intermediate  
**MATERIALS:** cards with time for each student  
**PURPOSE:** practice time  

**INSTRUCTIONS:**
Sit in a large circle.
The teacher is 12 o’clock.
One person begins by entering the circle and says a time. The person at that
time (big hand) in the circle to succeeds her. This person repeats the time, that
the preceding person said and then adds her own time. She then chooses the
next person.
This person need only repeat the preceding time and add one before choosing
someone new.
The game is over when everyone has had a chance in the circle.

DOLLAR AWARDS
The students always enjoy games where money is used. Set up a shop and have
them make purchases.
TIME: short
LEVEL: any
MATERIALS: paper coins or money
PURPOSE: review

INSTRUCTIONS:
The teacher reads out a question. The student who answers it correctly is
awarded play money from all the other players. The amount awarded can
vary dependent on difficulty.
For example:
Teacher: This is a ten-dollar question. What colour is my shirt?
The student who answers correctly receives $10 from each of the other players.

Teacher: This is a twenty-dollar question. What time do you eat lunch?
The students must give $20 each to the student who answers correctly.

If a student answers incorrectly they must pay a penalty of $5 to all the other
players.

FEEL AND GUESS
TIME: 5-10 minutes
LEVEL: absolute beginners to lower intermediate
MATERIALS: plastic or real food in a bag
PURPOSE: to practice simple concrete nouns

INSTRUCTIONS:
The class is divided into teams.
A representative from each team comes to the board and the teacher places a food item in their hands behind their back. The first person to guess correct scores a point for their team. Then new representatives come up.

**FIND THE CUP**

**TIME:** 15-20 minutes  
**LEVEL:** beginner to intermediate  
**MATERIALS:** 12 paper cups  
**PURPOSE:** to practice giving directions, blindfolds

**INSTRUCTIONS:**
Buy 12 paper cups and number them on the bottom from 1 to 12 - you can buy more or less, depending on the number of children.
Divide the children into two teams, although, for larger classes you could make three teams or more.
Students on each team are paired off. One student is blindfolded and the other student becomes the guide.
Hide the cups all over the place but they shouldn't be under anything. Give team one cups 1-6 to find and team 2 cups 7-12.
Children cannot touch or lead their partners by the hand, they can only give them directions, such as turn right, turn left, go straight, etc.
When they have found a cup, they must return it to the place that has been chosen by the teacher (e.g. to have them stack each cup on top of the cup they have just found.)
They remain blind folded until they have completed finding and returning the cup to the proper place. Their partners must give them directions on where to put the cup that has been found.
As soon as a cup has been found and returned by one pair of students, the next pair goes, etc.
The cups must be found and returned in order. The first team to find and return all the cups is the winner.
You can play it again if you like.

**FROZEN TAG**

**TIME:** 5 minutes or more  
**LEVEL:** any  
**MATERIALS:** cards (with words or pictures representing vocabulary), space  
**PURPOSE:** various reviews, fluency

**INSTRUCTIONS:**
Hand out the cards, one to each student and practice the vocabulary so that everyone knows their own word. One person is “it”. When they touch another person, they become frozen (can’t move) but their friends can unfreeze them. To do this, the friend tells the frozen person what’s on their card. The frozen person then either repeats or acts out the item. Then they are free.

**ALTERNATIVES:**
From time to time have students switch cards and teach each other their own vocabulary and change the person who is “it”.

**GESTURE GAME**
**TIME:** 5-10 minutes  
**LEVEL:** beginners to intermediate  
**MATERIALS:** a set of cards with actions that can be represented in gestures  
**PURPOSE:** verb/continuous form review

**INSTRUCTIONS:**
Make a set of cards, with actions that can be represented in gestures, such as Riding a bicycle, Playing basketball, Walking a dog, etc. Call a student and show him/her one of the gesture cards. The student then gestures, and the rest of the class has to find out which gesture the student is performing.

**GIANT STEPS**
**TIME:** 5-10 minutes  
**LEVEL:** upper beginners to intermediate  
**MATERIALS:** none  
**PURPOSE:** to practice requesting permission

**INSTRUCTIONS:**
One person is the teacher and must be addressed as the teacher (Miss... or Mr...). Others in turn request permission to advance using the requested forms, “Miss ...., may I go to school?“  
The teacher says, “You may take (1,2,3.. giant, baby, jumps ...)”  
Each student must ask permission before moving if they don’t and the teacher doesn’t give them permission they must go back to the start.

**ALTERNATIVES:**
A simple version may be to just say “May I go?” and the teacher will respond, “You may go 1,2,3.. steps”.
HANG MAN
TIME: as short as 5 minutes
LEVEL: absolute beginner to lower intermediate
MATERIALS: writing surface
PURPOSE: to practice alphabet skills and spelling awareness; to review vocabulary

INSTRUCTIONS:
The teacher marks a number of blanks to indicate where letters go to make words. Students ask for letters like this, “Is there a/an ___?”. Insist on the full phrase, not just “Q” or “L”. The teacher fills in the letters the students guess correctly.
If there is a mistake a picture is drawn line by line until it is finished.

ALTERNATIVE:
This works best with phrases, not individual words.
Scoring need not be a hanged man. It can be any picture, or word that has about 10 parts. The pictures can be drawn bit by bit or erased bit by bit.

HAPPY FAMILIES
TIME: 10-15 minutes
LEVEL: beginners to lower intermediate
MATERIALS: 36 cards (or as many family members as you like) bearing pictures of 9 family members, each associated with an occupation. Thus there is Mr. Cheese the Grocer, Mrs. Cheese, Miss Cheese and Master Cheese, Mr. Tape the Tailor ... (These cards can be made to suite your class)
PURPOSE: to practice family relations

INSTRUCTIONS:
The cards are dealt face down to everybody in the group. Each sorts his cards into as many families as possible and puts complete families face downwards on the table in front of him.
Players ask each other in turn for the cards they need to complete his family.
So they can say, “Can I have Mr. Tape please?”. “Yes, you can/ No you can’t/ I haven’t got it, sorry”.
The one with the largest number of families completed at the end of the time is the winner.
HAVE
TIME: 5-10 minutes
LEVEL: beginners to lower intermediate
MATERIALS: 2 paper coins for each student
PURPOSE: to practice using “have”

INSTRUCTIONS:
Each student receives 2 paper coins/cards. All stand.
In turns, students make true statements beginning with the words “I have a __________ in my bag”. All those who “have” the named object sit down.

ALTERNATIVES:
Optionally, players can use one of their coins to “buy” the chance to remain standing. Last one standing wins.

HAVE YOU SEEN MY SHEEP?
TIME: 5-10 minutes
LEVEL: upper beginners to intermediate
MATERIALS: none
PURPOSE: description

INSTRUCTIONS:
A circle is formed, but one player, called IT, is outside the circle. She moves round the outside of the circle and taps somebody on the shoulder, asking, “Have you seen my sheep (or dog, cat, goat...)?”
STUDENT: “Yes I have”.
IT asks, “What’s it wearing?” or “How is it dressed?”
STUDENT begins to describe someone in the circle e.g. green shirt, brown shoes, long hair... As soon as the one described recognizes himself, s/he must run round the outside of the circle away from IT.
If she is caught before getting back to her place, she takes the place of IT.

LAST LETTER
TIME: 5-10 minutes
LEVEL: beginners to intermediate
MATERIALS: ball (or other throwable item)
PURPOSE: vocabulary/spelling review
INSTRUCTIONS:
The last letter of the word must be the first letter of the next word. You will need a ball, but a screwed up piece of paper is fine. The teacher throws the ball to one student and says a word, such as dog. The student must reply with a word starting with G, such as girl. When answered, the ball is thrown back to the teacher and it is then thrown to the next student, who continues.

The sequence may then be (for example):
girl, look, king, go, octopus, student ... and so on.

ALTERNATIVES: You can have the students throwing to each other.
E.g., student A = Cat, throw to student B = Today, throw to student C = Yes, etc.

MAGIC BAG
TIME: 15-20 minutes
LEVEL: beginners to lower intermediate
MATERIALS: a large bag
PURPOSE: practice asking questions with basic nouns

INSTRUCTIONS:
Collect items from the students in the class (preferably out of their bags without letting them see it so they have to guess) have them ask you “Do you have a ________?”. If they guess correct their team gets a point.
After you put all the items on the table one team asks the other, “Is this your ________?”. For every correct response add a point to the team.

MARKET MEMORY GAME
TIME: 5-10 minutes
LEVEL: upper beginner to intermediate
MATERIALS: pictures or lists of market items (fruit, juice, etc.)
PURPOSE: to practice quantifiers, countable or uncountable nouns and memory

INSTRUCTIONS:
“This morning, I went to the market and bought ______ (e.g. some apples)”.
Groups then work around the circle. Each must repeat all the items added by previous students and add their own. You can add a twist with the requirement that items must be alphabetical, ie., some apples, some bananas, a comb, etc.
MUSICAL CHAIRS WITH A TWIST
TIME: 5-10 minutes
LEVEL: absolute beginners to lower intermediate
MATERIALS: tape and vocabulary cards
PURPOSE: vocabulary review

INSTRUCTIONS:
Put all the chairs in a circle and a tag with the target vocabulary (e.g. jobs) on each chair. Play the music and the students move around. When the music stops all go for the chairs. There is a chair for each student except one. The IT (person in the middle) can ask anyone sitting down “Who are you?”. If they know what the tag represents then they remain sitting if not they must get up and they become IT.
This is continued 3 times and then the music is played again.

PASS THE CARD
TIME: very short
LEVEL: any
MATERIALS: cards (or other small, easily passable item)
PURPOSE: various reviews, fluency

INSTRUCTIONS:
Students arrange themselves in a circle. The teacher says a vocabulary item and passes a card representing the item to the next student who repeats the process until the card gets back to the teacher. The card needn't have any relation to the word except that the teacher arbitrarily assigns it.

ALTERNATIVES:
Send the next card before the first one comes back.
Send cards in opposite directions.

PONCHO CARRANCHO (by Ramiro Garcia)
TIME: 15 minutes or more
LEVEL: any
MATERIALS: none
PURPOSE: various reviews
INSTRUCTIONS:
Assign the name of a food to every student and write the names on the board. The teacher is also assigned a food; let’s say “turkey”. Have the students say in a loud voice what they are. The teacher starts the game by saying, “Pancho Carrancho doesn’t eat turkey, he eats rice”. The student who is rice has a few seconds to react. Her response should be “No, Pancho Carrancho doesn’t eat rice, he eats spaghetti”.

ALTERNATIVES:
Verbs: Pancho Carrancho doesn’t ______, he ______.
Verbs, past tense: Pancho Carrancho didn’t ______, he ______.
Family: Pancho Carrancho looks like his ______
Jobs: Pancho Carrancho wants to be a ______.

SIMON SAYS
TIME: 5-10 minutes
LEVEL: absolute beginner to lower intermediate
MATERIALS: list of action words or pictures (optional)
PURPOSE: to practice action verbs while students do them

INSTRUCTIONS:
Teacher gives simple commands. If the commands are prefaced with “Simon says...” then the students are to perform them. Otherwise any student who performs the command looses a point.

ALTERNATIVES:
“Simon says...” can be replaced with “please”.
Students who are out start giving the commands in turn.

SITTERCIZE (SEATED AEROBICS)
TIME: 10 minutes
LEVEL: any
MATERIALS: none
PURPOSE: attention training

INSTRUCTIONS:
Choose a tune with a steady beat that is not too fast. Be creative, make up your moves as you go. Following is a list of some basic exercises that people seem to enjoy:
- Arm Lifts
- Push ups
- Trunk Twisters
- Forehead Press
- Sit ups
- Jumping Jacks
- Leg And Arm Jacks

**SLAP IT**

**TIME:** 5-10 minutes

**LEVEL:** absolute beginners to lower intermediate

**MATERIALS:** 10-15 pictures of different items for each team of 4 to 6 people

**PURPOSE:** to listen for gist

**INSTRUCTIONS:**
Put the cards on a desk and the students sit around the desk. The teacher describes the item and when a student thinks they know the answer, they slap the card and say the word aloud. If they are right, they get a point for their team. If they are wrong, they are out.

**ALTERNATIVES:**
In each group each student plays for themselves and if they slap the correct picture they keep the card as a point. The person or team with the most cards/points wins.

**STOP**

**TIME:** 10 minutes

**LEVEL:** any

**MATERIALS:** chalkboard

**PURPOSE:** vocabulary review

**INSTRUCTIONS:**
This is a simple vocabulary game that can be played with two levels of difficulty depending on the level of your students. In the easy version, draw five columns on a chalkboard. Assign each column a letter from the alphabet and shout Go! The first student to fill in all the columns with a word that begins with the
letter of each column shouts, STOP! You can go through the whole alphabet like this and also use common two letter word beginnings like ex, sh, sp, ch, etc....

**ALTERNATIVES:**
In the more difficult version, assign each of the five columns a general category like food, clothing, emotions, office items, things in the house, etc.... You then call out a letter from the alphabet. Students have to fill each column with a vocabulary word that begins with the letter and pertains to the category.

<table>
<thead>
<tr>
<th>category</th>
<th>F</th>
<th>C</th>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>fish</td>
<td>candy</td>
<td>milk</td>
<td>tomato</td>
</tr>
<tr>
<td>Things in the house</td>
<td>fridge</td>
<td>chair</td>
<td>mop</td>
<td>table</td>
</tr>
<tr>
<td>Animals</td>
<td>fox</td>
<td>cat</td>
<td>mosquito</td>
<td>tiger</td>
</tr>
</tbody>
</table>

**TIC TAC TOE**

TIME: 10-15 minutes
LEVEL: beginners to intermediate
MATERIALS: a chalkboard, a list of vocabulary
PURPOSE: vocabulary/grammar/parts of speech/verb form review

INSTRUCTIONS:
Draw a nine square grid on the board and fill each box with one word. Divide the class in half, and designate one half as -X- and the other half as -O-. The students on each team collaborate in coming up with grammatical sentences using the vocabulary. When they use a word in a correct sentence, mark either X or 0 over the word. Three in a row wins! This game is good to review general vocabulary, parts of speech, and verb form, without ever tiring the students.
<table>
<thead>
<tr>
<th>TO BUY</th>
<th>TO MAKE</th>
<th>TO COME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO LOSE</td>
<td>TO BRING</td>
<td>TO GO</td>
</tr>
<tr>
<td>TO GIVE</td>
<td>TO BUILD</td>
<td>TO SPEAK</td>
</tr>
</tbody>
</table>

**WHAT AM I?**
TIME: 10 minutes
LEVEL: beginners
MATERIALS: tags
PURPOSE: question forms review

**INSTRUCTIONS:**
Get a few blank adhesive tags, and write random nouns on them. Then have the students stand up. Paste a tag on the back of each student. They have to walk around the class asking yes/no questions until they find out which noun they have on their back.

**ALTERNATIVES:**
A variation of this game would be using names of famous people.

**WHAT'S BEHIND YOU? (Memory Game)**
TIME: 5 minutes
LEVEL: beginners to intermediate
MATERIALS: none
PURPOSE: vocabulary/grammar review

**INSTRUCTIONS:**
Tell the class not to turn round. Ask them what they think is behind them. They might list other people in the class, furniture, pictures on the walls, etc. Ask for descriptions for the things they mention. The teacher may also ask what the learners can remember of the street outside the school.

For example:
TEACHER: Think about the street outside the school. What can you remember?
STUDENT: There are some trees...
TEACHER: Are there trees on both sides of the street? etc...
ALTERNATIVES:
In a variation of this game, a student is asked to close his eyes and describe his neighbor’s appearance.

WHAT’S THAT WORD
TIME: as short as 5 minutes
LEVEL: lower intermediate
MATERIALS: Item lists
PURPOSE: to practice circumlocution

INSTRUCTIONS:
Students are given a list of items. They pick one item and try to describe it to their partner who guesses. They may not use Russian, the name of the item, or give spelling hints.

CAUTION:
The items the teacher gives to the students should reflect their ability. The more items there are to choose from, the more difficult the game becomes. Also the more similar the items are, the more difficult the game becomes. Teachers should be careful not to make it too easy lest it become uninteresting.

ALTERNATIVES:
Fruit, food, furniture, jobs, family relationships, classroom items, computer programs, weather, sports, etc.

WHICH ONE’S BIGGER?
TIME: 1-5 minutes
LEVEL: upper Beginner to lower intermediate
MATERIALS: different sized coins or strips of paper
PURPOSE: to practice comparative adjectives

INSTRUCTIONS:
One person hides two different sized objects in their hands. They offer the hands to the other students and ask “Which one is bigger (longer, etc.) this one or this one”. Students point and guess “I think this one is bigger”.

WHO AM I?
**TIME**: 5-10 minutes  
**LEVEL**: beginners to lower intermediate  
**MATERIALS**: none  
**PURPOSE**: vocabulary review

**INSTRUCTIONS**:  
Say “I’m thinking of a job and you guess what it is”. You can describe way of life, where they work, what they wear, etc., and they have to guess the job. You can decide if you want to score this game or not, and how.

**WOLVES AND LAMBS**  
**TIME**: 5-15 minutes  
**LEVEL**: absolute beginners to lower intermediate  
**MATERIALS**: 2 or 3 sets of the target vocabulary  
**PURPOSE**: vocabulary review

**INSTRUCTIONS**:  
The teams or groups sit in circles well apart from each other.  
Wolve from other teams visit each team. Each “wolf” has a list of pictures/words to be recognized. Anyone who does not know the words has to stand aside as a captive “lamb”. (The wolf may ask anyone, “What’s this?”).  
After some time the “shepherd” (teacher) chases the wolves away and the wolves take the 'captives' back to their groups. The team with the most captives wins.

**WORD ASSOCIATION**  
**TIME**: 5 minutes  
**LEVEL**: beginners to intermediate  
**MATERIALS**: none  
**PURPOSE**: vocabulary review

**INSTRUCTIONS**:  
The teacher starts the game by saying a word, such as Hotel.

For example:  
Teacher: Hotel  
Students (one by one): Bed - room - service - food - restaurant - Chinese, etc.  
As you can see, any association is OK.  
If the student can’t answer (5 second limit) he or she must stand up. The last student seated is the winner.
If the association is not obvious, the student is asked to explain the association.

**WORD BINGO**

**TIME:** 10-15 minutes  
**LEVEL:** beginners to intermediate  
**MATERIALS:** a bingo sheet with personal questions such as “Have you traveled outside your country?” for each student  
**PURPOSE:** to get students to mingle with other students and talk to them

**INSTRUCTIONS:**  
Distribute the Bingo sheets and introduce the game. Tell students to move around the room and ask the people the questions in the sheet. When someone answers yes, the student writes that person’s name in the appropriate box. When a student gets five names - across, down or diagonally - the student calls out Bingo. The first three students are winners.

<table>
<thead>
<tr>
<th>Have ever been abroad?</th>
<th>Do you like fish?</th>
<th>Have you got any brothers?</th>
<th>Are you from Rostov?</th>
<th>Have you got a white sweater?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like dancing?</td>
<td>Can you play the piano?</td>
<td>Are your eyes brown?</td>
<td>Do you like classical music?</td>
<td>Can you swim?</td>
</tr>
<tr>
<td>Do you often travel?</td>
<td>Have you got any sisters?</td>
<td>Do you live with your parents?</td>
<td>Can you cook?</td>
<td>Did you go to the theatre last week?</td>
</tr>
<tr>
<td>Have you ever eaten oysters?</td>
<td>Do you like milk?</td>
<td>Do you like horror films?</td>
<td>Can you play the guitar?</td>
<td>Do you like singing?</td>
</tr>
<tr>
<td>Do you go to the swimming pool?</td>
<td>Do you like science fiction?</td>
<td>Can you play tennis?</td>
<td>Do you like poetry?</td>
<td>Did you go to the seashore last summer?</td>
</tr>
</tbody>
</table>
TONGUE TWISTERS

OBJECTIVES:
- Students will practice reading and pronouncing words.

MATERIALS
- Pens, paper
- Tongue Twister handout (choose among listed)

PROCEDURE
- Give students the Tongue Twister handout.
- Have students read sentences individually and in unison.
- Ask students to write their own tongue twisters.

A fly and a flea in a flue,
Were caught. So what did they do?
Said the fly, Let us flee!
Said the flea, Let us fly!
So they flew through a flaw in the flue.

Betty Botta bought some butter.
Oh, she said, this butter’s bitter!
If I use this bitter butter
It will make my batter bitter.
I need a bit of better butter
Just to make my batter better.
Betty bought a bit of better butter.
Now Betty’s batter isn’t bitter.

How much wood would a wood chuck chuck, if a wood chuck could chuck wood?

It’s a nice thing to sing in the spring and to think about anything.

Minnie Mouse makes many mashmallows for Mickey Mouse to munch on.

Moses supposes his toeses are roses,
But Moses supposes erroneously.
For Moses he knowses his toeses aren’t roses,
Like Moses supposes his toeses to be.

Peter Piper picked a pack of pickled pepper.
A pack of pickled pepper Peter Piper picked.
If Peter Piper picked a pack of pickled pepper,
Where’s the pack of pickled pepper Peter Piper picked.

Phineas Foster fishes for fat flounder.

Robert Rolly rolled a round roll round.
A round roll Robert Rolly rolled round.
Where’s the round roll Robert Rolly rolled round?

Roger Rocket ran around the river and rented a raft to ride on.

Round the rugged rock the ragged rascal ran.

Rubber baby buggy bumpers.

She saw shy sheep.

She sells seashells on the seashore.

The Leith police dismisseth us, which causeth us dismay.

This snail is stale.
Its tail is stale.
And this is stale tale.

This very winter was very warm, but Victor Waner was very weak.

Veronica Victor vowed to view the vanity.

Whether the weather will weather the weather,
Or whether the weather the weather will kill?

Which noise annoys an oyster most? A noisy noise annoys an oyster most.