

**Asmi Rusmanayanti
Fatchul Mu'in
Rizky Amelia**

50 Games in English Language Teaching

**(A Lighter side of Teaching and Learning English,
A Step-by-Step Teaching and Learning Games
Compilation)**

**Penerbit:
CV. Eco Banjarmasin**

50 Games in English Language Teaching

*(A Lighter side of Teaching and Learning English,
A Step-by-Step Teaching and Learning Games
Compilation)*

Penulis:

Asmi Rusmanayanti, Fatchul Mu'in, Rizky Amelia

Editor:

Yusuf Al Arief

Cover Design dan Layout Editor:

Galih Rizki Khairul Ulum

Penerbit:

CV. Eco Banjarmasin

Jalan Padat Karya No. 203, Sungai Andai

Banjarmasin, Kalimantan Selatan, 70122

E-mail: ecobanjarmasin@gmail.com

Cetakan Pertama: **Oktober 2020**

ISBN 978-623-93635-4-3



Copyright @2020

Hak cipta dilindungi undang-undang. Dilarang memperbanyak sebagian atau seluruh isi buku ini dalam bentuk apa pun, baik secara elektronik, termasuk memfotokopi, merekam, atau dengan menggunakan sistem penyimpanan lainnya, tanpa izin tertulis dari penulis atau penerbit.

FOREWORD

Many second and foreign language (L2) educators are envious that an activity like digital gaming seems to have such power to engage and teach, and rightly ask themselves whether they might harness some of that capacity for teaching language. Many students these days play digital games— some are truly avid gamers—and if we could just transfer a bit of that gaming enthusiasm, engagement, and motivation to language learning, we just know it would be easier and more effective.

Alhamdulillah, we have accomplished this book as a critical review of game relating to English Language Teaching. The materials based on which the writers reviewed were published in various publications, e.g., e-books, videos, e-articles, e-proceedings and e-journals. For the sake of easy access for the readers, especially the students and lecturers of the English Department, Lambung Mangkurat University, we are necessary to unify those material in one book. Based on some considerations, the book is entitled *50 Games in English Language Teaching (A Lighter side of Teaching and Learning English, A Step-by-Step Teaching and Learning Games Compilation)*

We are indebted to the Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University, for providing necessary facilities in accomplishing it. We want to express our sincere gratitude to Dr. Jumariati, M.Pd, and Dr. Sainul Hermawan, M.Hum. as the chairperson and the secretary of the Department of Language and Arts, Faculty of Teacher Training and Education, Lambung Mangkurat University for motivating and providing us the chance to use the office facilities. We want to express our sincere gratitude to Dr. Noor Eka Chandra, M.Pd., the Head of English Language Education Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, motivating and providing us to provide the references for the students of the English Language Education Program.

We want to extend our gratitude to Dr. H. Ahmad Sofyan, M.A, for his attention, guidance, and advice to the editors/writers, for motivating and reminding us to publish our book writing. Being reminded every time we meet him, we had been trying our best to keep on writing, and finally, we can accomplish this book.

Also, we are thankful to all lecturers of English Education Study Program for supporting and providing their manuscripts to be reviewed and published to the editors.

We would also like to express our appreciation to Prof. Emer. M.P. Lambut, Dra.Nirmala Sari, M.A Drs. Aris Djinal, and Prof. Dr. Abdul Muth'im, M.Pd, the senior lecturers of English Education Study Program for sharing their ideas and academic experiences with us.

This book is dedicated to all teachers and future teachers who are looking for a source of interesting activities in the form of games. The authors would like to express their special thanks to all lecturers and students of English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat.

Banjarmasin, September 2020

Writers

CONTENTS

	Acknowledgements	<u>II</u>
	Contents	<u>III</u>
	Introduction to Games	<u>1</u>
	Some Reasons of Using Games	<u>1</u>
1.	Simon Says	<u>15</u>
2.	Whispering Game	<u>18</u>
3.	The ABC's English Words	<u>22</u>
4.	The Mime Game	<u>28</u>
5.	Blackboard Race	<u>33</u>
6.	Name Six	<u>35</u>
7.	The Board Games	<u>39</u>
8.	Chain Spelling (<i>Shiri-tori</i>)	<u>49</u>
9.	Catching up on Your ABC's	<u>52</u>
10.	Odd One Out	<u>59</u>
11.	Find a Person Who...	<u>62</u>
12.	Secret Code	<u>64</u>
13.	Twenty Objects	66
14.	Spelling Contest	68
15.	Hangman	73
16.	Last Man Standing	76
17.	A Shoppers' Nightmare	79
18.	Taboo Words	81
19.	Chalkboard Acronym	87
20.	Word Maker	90
21.	A Classmate Who...	83
22.	Call My Bluff/ Two Truths and a Lie	97
23.	Sentence Race	103
24.	What am I Thinking of?	188
25.	Pictionary	111
26.	Charades	115
27.	Adding Words	121
28.	Tongue Twister	123
29.	Scrabble	128

30.	Describing Appearances and Characteristics of People	135
31.	Where Shall I Go?	143
32.	Word Jumble Race	147
33.	Mayor (Don't vote for me)	152
34.	What's My Problem?	154
35.	What's the Question?	159
36.	What's the Meaning?	161
37.	Find the Differences	163
38.	Greet or Great	171
39.	Headmaster Game	175
40.	Scottergories	177
41.	Being Young	179
42.	Classroom Rules: Must and Mustn't	182
43.	Change the Seat	184
44.	Online Game : Proof it!	187
45.	Online Game : Alphabet Soup	191
46.	Games to Learn English : Compare	194
47.	Games to Learn English : Clothes	198
48.	Games to Learn English : Food Game	203
49.	Online Game : Wordshake	208
50.	Online Game : Free Rice	211
	Conclusion	215
	References	217

Part 1

Introduction

What is a game?

In this book, the vast majority of the games have been designed to be simple and easy to apply, without requiring much in the way of additional resources or materials. Wherever possible, games have been presented in a way that makes full use of any natural or genuine communicative aspects embodied, such as in the English skills or grammar constructions.

Games as activities in the classroom can function as introductions, reinforcements, or homework assignments (Umstatter, 2002). They can be used as individual, group, or whole-class activities. Many of these activities will serve as time-fillers or extra-credit assignments. Formatted as crosswords, word finds, riddles, magic squares, word generators, jumbles, and more, these learning activities will motivate your students to think more astutely and want to do their best in the process. In a nutshell, we need to create learning fun again—both for teachers and, more importantly, for our students to study English (Umstatter, 2002). What is, then, a game?

-A game is a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback, that results in a quantifiable outcome often eliciting an emotional reaction. Based on the definition, we can derive some elements of a game. These are system, players, abstraction, challenge, rules, feedback, quantifiable outcome, and emotional reaction. Let's look at each element of the definition:

1. *System.*

A set of interconnected elements occur within the -space of the game. A score is related to behaviors and activities that, in

turn, are related to a strategy or movement of pieces. The system aspect is the idea that each part of a game impacts and is integrated with other game parts. Scores are linked to actions, and rules limit activities.

2. *Players.*

Games involve a person interacting with game content or other players. This happens in first-person shooters, board games, and games like Tetris. The person playing the game is the player. Later we'll refer to the players of games as

-learners. Playing a game often results in learning, and learners are our target audience for gamification of instruction. But, for now, in this context—defining a game—we'll stick with the concept of a player.

3. *Abstract.*

Games typically involve abstraction of reality and usually take place in a narrowly defined -game space. This means that a game contains elements of a realistic situation or the essence of the situation but is not an exact replica. This is true of the game Monopoly, which mimics some of the essences of real estate transactions and business dealings, but is not an accurate portrayal of those transactions.

4. *Challenge.*

Games challenge players to achieve goals and outcomes that are not simple or straightforward. For example, even a simple game like Tic-Tac-Toe is a challenge when you play against another person who has equal knowledge of the game. A game becomes boring when the challenge no longer exists. But even the challenge involved with Solitaire's card game provides enough challenge for the player to achieve the winning state within the game.

5. *Rules.*

The rules of the game define the game. They are the structure that allows the artificial construct to occur. They describe the play's sequence, the winning state, what is -fair, and -not fair within the game environment's confines. • **Interactivity.** Games involve interactions. Players interact with one another, with the

game system, and with the game's content. Interactivity is a large part of games.

6. *Feedback.*

A hallmark of games is the feedback they provide to players. Feedback within a game is typically instant, direct, and clear. Players can take in the feedback and attempt corrections or changes based on both the positive feedback they receive and negative feedback.

7. *Quantifiable Outcome.*

Games are designed so that the winning state is concrete. The result of a well-designed game is that the player knows when he or she has won or lost. There is no ambiguity. There is a score, level, or winning state (checkmate) that defines a clear outcome. This element distinguishes games from a state of -play,|| which has no defined end-state or quantifiable outcome. This is also one of the traits that make games ideal for instructional settings.

8. *Emotional Reaction.*

Games typically involve emotion. From the -thrill of victory|| to -the agony of defeat,|| a wide range of emotions enter games. The feeling of completing a game in many cases is as exhilarating as is the actual playing of the game. But at times, frustration, anger, and sadness can be part of a game as well. Games, more than most human interactions, evoke strong emotions on many levels.¹

A game is any activity that is executed only for pleasure and without conscious purpose. In this definition, every activity that brings pleasure is a game. For example, people dance, play musical instruments, act in plays, and play with dolls and model trains. In most games, the rules are more significant than the components. But there are games where

¹ Kapp, Karl M. 2012. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. San Francisco, CA : John Wiley and Sons, Inc.

these roles are reversed: where the components are substantial and the rules not very important at all. Components and rules can be combined:

- a set of components may be used with different rules.
- a set of rules can be used with various components.

Suppose we just had Halma's rules, but not the board and pieces, and had to reconstruct the game.

- What should the board look like?
- How many spaces should it have?
- What shape do the spaces have: square, hexagonal, or round?
- How are the spaces laid out?
- Are all the spaces the same size, or are they of different sizes?
- How many pieces are there?
- What do the pieces look like? Does a piece take more than one space when played?

Games are objects which consist of components and rules and have certain criteria: rules, a goal, always changing course, chance; competition; common experience; equality; freedom; activity; diving into the world of the game; and no impact on reality.²

As stated in *New Language Learning and Teaching Environments*, games have been studied in various academic fields from many different theoretical and methodological perspectives. Educational games may be considered in education, educational technology, or the corresponding educational field of what is being taught (e.g., science or math). Games are the primary object of study in games studies, which is the study of the theory, research, and practice of the play and design of all and any games, digital and analog, educational, and entertainment-focused. Games studies scholars tend to be in cultural and media studies, or social sciences like sociology and anthropology. In contrast, game design is often studied in media arts, software

² <http://www.thegamesjournal.com/articles/WhatIsaGame.shtml>

development, computer programming, computer science, and engineering sub-fields. To generalize, game studies focus on theory and research. In contrast, the game design focuses more specifically on development, but the fields borrow concepts, theories, and practices from one another and are highly interdisciplinary.³

Games are fun activities. They have been used for a very long time. Games also help and encourage many learners to sustain their work and interest (Wright, Betteridge, & Buckby, 1994). Often, games have an aspect that permits the players to produce information in a short time. Some games require the players to engage in physical activity and/or complete a mental challenge. In language learning, which is known as hard work for both teachers and students, games can help teachers create contexts in which the language is useful and meaningful (Wright, Betteridge, & Buckby, 1994). As we reimagine English curricula to engage with our times' texts and literacies, games occupy an important place as challenging but important textual forms linked with action (Beavis, 2014).

Many games on websites and applications are rapidly increasing nowadays. Reading, writing, listening, speaking, vocabulary, grammar, pronunciation, or culture learning materials can be sent to students' mobile phones or use certain mobile apps directly linked to their class activities (Son, 2018).

Some Reasons for Using Games

Developing learners' abilities is one of the most crucial objectives of education. In developing their skills or competence, it is necessary to apply the appropriate teaching strategies. Systems that only focus on lecturing and other traditional teaching strategies tend to produce passive learners. Due to "spoon-feeding" techniques, students are

³ Hayo Reinders. —New Language Learning and Teaching Environments, II
Palgrave Macmillan UK

highly dependent on their teachers, suppressing their creativity, and neglecting their strengths. In addition to that, gaming tablets and social media are becoming a major part of students' lives. Teachers face a significant problem with student's motivation and achievement inside classrooms. Students get easily distracted and show a loss of interest. Communication between the student and the teacher is becoming fragile; that's why teachers work hard to apply teaching strategies that help students attain better results and stay engaged with the taught material. These teaching strategies tend to focus on covering the different learning styles inside a classroom, which include visual (through pictures, paintings, shapes...) or auditory (through rhythms, chants, tones...) or kinesthetic (through body movement, gestures...). One of these teaching strategies is learning through play or gamification.⁴

Educational gamification, accentuating and embracing the visceral elements of gaming and drawing from social cognitive and adaptive learning perspectives, can move the dial on student engagement, time- on- task, and student outcomes. Gamification is a broad, comprehensive, accessible, and even visceral term with the potential to align previously distinct schools of thought within the instructional design community. Gamification encompasses insights gained from cognitive scientists' work, adaptive learning, and learning analytics, and it seems to have the promise to improve student engagement in online courses radically.

The teaching methods and learning strategies have been developed for decades ago in the teaching and learning environment. Every year, teaching methods and learning strategies have been developed worldwide to improve students' English ability. Therefore, using games is one such method, and it is a popular contemporary trend in schools.

⁴ Mazen Muhieddine Kotob. 2019. -*Gamification: The Effect on Students' Motivation and Achievement in Language Learning*ll. Journal of Applied Linguistics and Language Research Volume 6, Issue 1, 2019, pp. 177-198 Available online at www.jallr.com ISSN: 2376-760X

Games are effective tools for learning because they offer students a hypothetical environment to explore alternative decisions without the risk of failure. L2 teachers develop principled ways of using commercial technology for L2 teaching, build their educational applications, test them out with their students, and share what they find their experiences with teaching and learning ground research and application. In gameful L2TL, gaming is another key practice to draw, and playing games allows the teacher or researcher to situate their work in practice.⁵ Games are also among the most important components in English as a Foreign Language Classroom (Gozcu & Caganaga, 2016). Most, if not all, of the games, almost certainly support the Language Standards (Ferlazzo, 2018).

There are countless games that teachers have used while teaching English language learners. These games provide an excellent environment to explore ideas of computational thinking. Many games are available in a non-computerized form and, in a computerized form helps create this excellent learning environment. A modern education prepares students to be productive and responsible adult citizens in a world in which mind/brain and computer working together is a common approach to solving problems and accomplishing tasks.

Games also provide an excellent environment to explore ideas of computational thinking. Many games are available in a non-computerized form and, in a computerized form helps create this excellent learning environment. A modern education prepares students to be productive and responsible adult citizens in a world in which mind/brain and

⁵ Reinhardt, Jonathon. 2018. *Gameful Second and Foreign Language Teaching and Learning, Theory, Research, and Practice*. Tucson, AZ, USA : Department of English University of Arizona

computer working together is a common approach to solving problems and accomplishing tasks.

We must keep in mind that games can be at all stages of the lessons and help learners, and it should be suitable and carefully chosen. The games' activities cover various levels of proficiency as for the beginner, intermediate, or advance. The game's activities also allow students to work as individuals, in pairs, small groups or teams, or the whole class. Furthermore, the games activities' timing depends mostly upon the class's size and ability being taught. Some recommendations of the games activities are given, but each activity's length largely depends on the teacher. Games can be used to recall material pleasantly, promote communicative competence, and generate fluency.

There are some purposes of using games in EFL teaching and learning activities. It can be used for all the English language skills and strengthen their language components, such as enlarging the students' vocabulary, learning more the grammar, and drilling the pronunciation and the like.

Those aims of using games in some part of the teaching are:

- a. to motivate the students in learning English,
- b. to make the students are interested in learning English,
- c. to help the students can remember the words easily,
- d. to encourage the students for using English,
- e. it can make the classroom more interesting,
- f. it can make the students happy and active.**

Games in Teaching Four Language Skills

Listening game

Listening is to give one's attention to sound or action. Listening involves complex affective, cognitive, and behavioral processes. Effective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding with verbal and nonverbal feedback.

This may consist of mechanics that (1) forced the reading of texts or participation in conversations; (2) were text or audio heavy; (3) included everyday vocabulary; (4) offered both audio dubbing and subtitling; (5) accurately synched audio and subtitles; (6) left subtitles on the screen long enough; (7) allowed repeated listening to dialogues; (8) provided enough time to look up words; (9) forced the player to make choices dependent on language comprehension; and (10) had long, interesting stories (although too much narrative, one suggested, can be discouraging).⁶

Speaking game

There are many problems that learners have in speaking activities. The difficulties include inhibition, the lack of theme to be expressed, the low of participation, and the use of mother tongue". In the inhibition part, Speaking needs some exposure to a listener. Learners are often shy in trying to say things in a foreign language in the classroom, and they are worried about mistakes, fearful of criticizing, or nervous. In the second problem that is the lack of a theme to be spoken, some learners have difficulties in thinking of anything to say, sometimes because they have bad feelings and have no motivation to start speaking. The third problem is low participation; few participants often talk about the subjects while others speak very little. Sometimes because of limited time, some participants do not have enough time to speak. The last problem with speaking activities is the mother tongue's use when in a number of classes, the learners also share the same mother tongue. They may tend to use it because it is easier and feels abnormal to speak to others in a foreign language. When they are less exposed to a foreign language, they like to talk in their mother tongue. If they are

⁶ Reinhardt, Jonathon. 2018

talking in small groups, it can be quite hard to keep using the target language at all.⁷

Speaking is an action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking games or activities have the simple aim of encouraging students to speak openly and freely, with minimal support, to achieve their communicative goals. Only in these situations can we really gauge a student's progress and discover their strengths and weaknesses. Speaking activities ranging from simpler, more controlled interactions to wide-ranging free-speaking activities are available for the students.⁸ Speaking skill is defined as an intricate process of sending and receiving messages with verbal expressions, but it also includes non-verbal symbols such as gestures and facial expressions. Hedge (2000) states speaking as -a skill by which they [people] are judged while first impressions are being formed. That is to say that speaking is a very important skill which deserves more attention in both first and second languages because it indicates people's thoughts and personalities. Speaking is an activity used by someone to communicate with others. It takes place everywhere, and it is part of our daily behavior. When people speak, they interact and use the language to express their ideas, feelings, and thoughts. They also share and change their information to other through communication. Speaking is one of the learners' skills to reach at least the standardized score or goals. Speaking is a basic skill that language learners should master with other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions.⁹

Reading game

⁷ Mina Yazdanparast, Bahman Gorjian, 2018. Using Whispering Game in Teaching Speaking Skill to EFL Learners, in <http://article.sapub.org/10.5923.j.jall.20180402.03.html#Sec2.1>

⁸ Source: <https://eslgames.com/esl-speaking-activities/>

⁹ Mina Yazdanparast, Bahman Gorjian, 2018.

The reading game includes reading activities during the game. It also can provide additional practice of reading skills for the students. Make learning. To **read** fun, ... Your child can be **reading** in a week with -The **Reading Game**!! It starts with a simple, fast action-memory card **game** that teaches five words at a time. Picture flashcards reinforce words learned through **gameplay** with simple phrases and introduce capitalization and punctuation.

There are Five Stages of Reading Development (1) the emerging pre-reader (typically between 6 months to 6 years old), (2) the novice reader (typically between 6 to 7 years old), (3) the decoding reader (typically between 7 - 9 years old), (4) the fluent, comprehending reader (typically between 9 - 15 years old), and (5) the expert reader (typically from 16 years and older).¹⁰

Writing game

The writing game includes writing activities during the game. It can be making very simple sentences, arranging the jumble words, sentence expansion, and more.

Concerning the writing game, an activity might ask the player to contextualize the vocabulary learned in the game in an invented sentence, integrate it into a story, or extend a game narrative about a particular game character into a fan fiction story. Wraparound activities can balance the focus of what the vernacular game offers; for example, if a game requires reading comprehension but no writing or speaking (as many do), a complementary activity might practice writing and speaking.

Games also demonstrate that identity work and play is an important aspect of learning. The learners recognize that L2 learning involves developing new elements to one's identity and opening up new worlds and ways of being. Literature, drama, fine arts, and other culture and arts-focused disciplines have always been foundational to L2 education. Reading,

¹⁰ <https://www.theliteracybug.com/stages>

telling, and writing stories in any form can evoke mimicry and simulation forms of play. Studying literature develops empathy through new voices and words in role-play or drama that forces the learner to. L2 pedagogy that invites seeing both the culture of study and one's home culture through an L2 user's eyes can be very powerful (Jonathon. 2018).

Grammar game

Grammar is how words are put together to form proper sentences. Grammar is usually thought of as dry and dull. It is because plenty of old-school EFL teachers will tell you that traditional rote learning methods are the way to go. But, anyone who loves language knows that grammar can be fun. Every time you learn new grammar, it's like deciphering a bit more complex secret code. A verb expresses action or a state of being. In English, every word sits in a specific place and plays a particular role in a sentence. Verbs typically come after the *subject of the sentence* and before the *object of the sentence*.

A language game is a game with rules that have linguistic aims, and they are agreed with the participants. The objective of the game is winning, being the first who achieves the finish. Every game is strictly limited by start and finish. All participants of the game must know the rules and aims of the game. Rules should be clear and easy for being implemented. These are not necessary to be in a long time. Some language games need a supervisor. This person is mostly a teacher. The teacher follows the time if there is any time limit, checks the rules, or notes the score.¹¹

There are some kinds of grammar games. These are :

a) *Sorting, ordering, or arranging games*. These are the games in which, for instance, the students have a set of

¹¹ Nelvia Ibrahim.2016. Games For Teaching Grammar To Young Learners, in <https://pdfs.semanticscholar.org/dc3d/8a3dc43ce5fc5d803d0a160ac4aa17de059f.pdf>

cards with months, and they have to arrange those cards in order.

- b) *Information gap games*. In such games, one or more persons have information that other persons do not, and they have to exchange their information to complete a task.
- c) *Guessing games*. These are a variation on information gap games. For instance, one student who has a flashcard can not show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.
- d) *Searching games*. These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.
- e) *Matching games*. As the name implies, participants need to find a match for a word, picture, or card.
- f) *Labeling games*. These are a form of matching games. The only difference is that the participants match labels and pictures.
- g) *Exchanging games*. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- h) *Board games*. -Scrabblell is one of the most popular games in this category.

Part 2

50 Games in English Language Teaching

1. Simon Says

Simon is a common name, from Hebrew Šim'ôn, meaning "listen" or "hearing." It is also a classical Greek name, deriving from an adjective meaning "flat-nosed." Origin of the phrase '**Simon says**' Of American-English origin, **Simon says** denotes a children's game in which players **must** obey the leader's instructions only if they **are** prefaced with the words **Simon says** signifies the command itself. The name **Simon** was probably chosen for alliterative effect (**Simon says**). In this game, one person is designated, **Simon**. The others are the players. Standing in front of the group, **Simon** tells players what they must do. However, the players must only obey commands that begin with the words -**Simon Says**.||

If **Simon says**, **-Simon says** touch your nose, then players must touch their nose.¹²



This is an excellent game for beginners or [young learners](#). Most of the students never want to stop playing it. This game actually very easy but can be hard depending on you.

Language.Focus	: Imperative, vocabulary, Listening comprehension.
Level	: Beginner
Time	: 10 minutes / Warming up/winding down class
Materials	: Verbs and parts of body
Aims	: Students practice parts of the body and follow instruction

Procedure :

This old party game can be a useful exercise for revising parts of body vocabulary with young learners.

1. Stand in front of the class (you are Simon for the duration of this game).
2. The teacher shouts instructions, which should only be obeyed if they include the words

¹² <https://www.google.com/search?channel=crow2&client=firefox-b-d&q=Simon+Says>

-SIMON SAYS.!! The students must copy what they do.

3. Follow the instruction, and act. Repeat this process by choosing different actions - you can be as silly as you like, and the more foolish you are, the more the children will love you for it.
4. Then do an action, but this time say only the action and omit 'Simon Says.' Whoever does the action this time is out and must sit down.
5. Repeat this process by choosing different actions and change 'Simon Says' to any student's name. Whoever does the action this time is out and must sit down.
6. This exercise can be competitive if done individually, and the winner is the last student standing.
7. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

Example :

- a. 'Simon says, raise your right hand' --- (Students raise their right hand)
- b. 'Simon says, touch your left ear'---- (Students touch their left ear)
- c. 'Kneel on one knee' --- (student should not do anything)
If they do the action, it means they did not listen properly to the instructions and are 'out,' and they have to go back to their seats and watch their friends continue the game.
- d. 'Simon says, jump with your right foot' --- (Then the students jump with their right foot)
- e. 'Turn around' --- (if some of the students turn around, they have to sit down, because the teacher does not say 'SIMON SAYS')
- f. 'Sammy says, clap your hands' ---- (if some of the students turn around, they have to sit down, because the teacher does not say 'SIMON SAYS').

2. Whispering Game

This kind of game is an adapted version of the classic listening game Chinese Whispers. We can use this game to practice a variety of language points or vocabulary. We divide our students into equal teams and have each team sit in a row facing the board. We give the student sat at the back of each row a written conversation. The students at the back whisper the first sentence of their discussion to the student in front of them. That student whispers the sentence to the next student and so on down the line. When the sentence reaches the person at the front, that student stands up and writes the sentence on the board. If the sentence is incorrect, it is whispered down the line again. It is up to the students at the back when to whisper the next sentence. They can say each sentence quickly or wait until the sentence has been written on the board. The game continues until one team has written all the sentences of the conversation on the board correctly. That team wins the game. For young learners, use individual words rather than sentences.¹³



This is an excellent game from the beginner until intermediate. Most students never want to stop playing it, especially when the last player writes down or says the sentence.

This game actually very easy but can be hard depending on you. You can make it easy by giving short

¹³ <https://www.teach-this.com/esl-games/listening-games>

sentences to be delivered in the group or high by making longer sentences.

Language Focus	:	Imperative, vocabulary, Listening comprehension, Grammar
Level	:	Beginner-Intermediate
Time	:	15 minutes / Warming up/winding down class
Materials	:	Sentences in small papers
Aims	:	Students need to be a focus and concentrate while listening to their friend's sentence.

Procedure :

1. Divide the class into two or three teams, depends on the number of the students. It will be better for only 5-9 students in one group.
2. Line up the players. If there are an odd number of players, one can be the teacher's "helper."
3. The teacher or his helper whispers a message to the first person of both groups A, B, or C. The game only starts when the first players know the message.
4. Then each player whispers the message to the next player in his group successively until the last player gets the message.
5. The team can repeat the message first and correctly receives a point. Start the game over with the second student of each group, becoming the first ones in line.

Examples of the sentences or proverbs to be whispered:

a. Some proverbs

- A bird in the hand is worth two in the bush (It is better to accept the little we have than reject it hoping to get a lot later)
- A friend in need is a friend indeed (A friend is someone who is there for you when you are happy or sad)

- A picture is worth a thousand words (A picture can give you as much information as a spoken text containing many words)
- An apple a day keeps the doctor away (If you live a lifestyle, you will rarely have to visit the doctor)
- Empty vessels make the most noise (Stupid people or they who have limited knowledge will speak too much)
- Everything must have a beginning (Everything, no matter how big or small, always begins with the first step)
- Let bygones be bygones (Let us forgive and forget past quarrels and go on living happily ever after)
- Nothing to seek, nothing to find (We can't get something we want if we never try to look for it)
- One is never too old to learn (Learning is a lifelong process)
- When the cat's away, the mice will play (If the boss or person in authority is absent, people will misbehave or do fun things)
- etc

b. Some Wise words

- Don't depend too much on anyone in this world because even your own shadow leaves you when you are in the darkness (Ibn Taymiyyah)
- Education is what remains after one has forgotten everything he learned in school (Albert Einstein)
- Life is the most difficult exam. Many people fail because they try to copy others, not realizing that everyone has a different question paper.
- Staying positive doesn't mean you have to be happy all the time. It means that even on hard days, you know that better ones are coming.
- Never give up on your goals. Life can go from nothing to amazing real quick, but only if you keep going.

c. Sentences

	PAST	PRESENT	FUTURE
SIMPLE	I studied English.	I study English.	I will study English.
PERFECT	I had studied English.	I have studied English.	I will have studied English.
CONTINUOUS	I was studying English.	I am studying English.	I will be studying English.
PERFECT CONTINUOUS	I had been studying English.	I have been studying English.	I will have been studying English.

Note :

This game can also teach grammar about Tenses.

The teacher might vary in other simple or complex sentences.

3. ABC's English Words

A given language may have a similar alphabet to that of another language. The alphabet is a writing system based on the symbols of vowel and consonant phonemes. The word alphabet is taken from the Greek, from the first two letters of their writing, namely alpha and beta. A phoneme that is not contained in an alphabet can be written with two letters or diacritical marks (acute, accent, tilda, etc.), common in the Latin alphabet. For example, two letters /ng/ for phonemes [ŋ] in Bahasa Indonesia and English language.

How many letters are there in Bahasa Indonesia and the English alphabet? There are 26 letters in both Bahasa Indonesia and the English alphabets which range from 'a' to 'z' (with b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, and y in between).¹⁴

Let us look at the following tables.

Alphapet of Bahasa Indonesia

¹⁴ https://wordcounter.net/blog/2015/11/24/10950_how-many-letters-alphabet.html

Huruf		Nama	Pengucapan
Kapital	Nonkapital		
A	a	a	a
B	b	be	bé
C	c	ce	cé
D	d	de	dé
E	e	e	é
F	f	ef	éf
G	g	ge	gé
H	h	ha	ha
I	i	i	i
J	j	je	jé
K	k	ka	ka
L	l	el	él
M	m	em	ém
N	n	en	én
O	o	o	o
P	p	pe	pé
Q	q	ku	ku
R	r	er	ér
S	s	es	és
T	t	te	té
U	u	u	u
V	v	ve	vé
W	w	we	wé
X	x	eke	éke
Y	y	ye	yé
Z	z	zet	zét

Alphabet of English

No	Letter	Letter	Phonic (pronunciation)	Name
1	A	a	/eɪ/, /æ/	a
2	B	b	/bi:/	bee
3	C	c	/si:/	cee
4	D	d	/di:/	dee
5	E	e	/i:/	e
6	F	f	/ɛf/	ef
7	G	g	/dʒi:/	gee
8	H	h	/(h)ertf/	(h)aitch

No	Letter	Letter	Phonic (pronunciation)	Name
9	I	i	/aɪ/	i
10	J	j	/dʒeɪ/	jay
11	K	k	/keɪ/	kay
12	L	l	/ɛl/	el
13	M	m	/ɛm/	em
14	N	n	/ɛn/	en
15	O	o	/oʊ/	o
16	P	p	/pi:/	pee
17	Q	q	/kju:/	cue
18	R	r	/ɑ:r/	ar
19	S	s	/ɛs/	ess
20	T	t	/ti:/	tee
21	U	u	/ju:/	u
22	V	v	/vi:/	vee
23	W	w	/ˈdʌbəl.ju:/	double-u
24	X	x	/ɛks/	ex
25	Y	y	/waɪ/	wy
26	Z	z	/zi/zɛd/	zee/zed

Source: <https://www.worldometers.info/languages/english-alphabet/>

ABC'S

This is a game from the beginner until intermediate. Again, this game actually very easy but can be hard, depending on you. We can make it easy by giving high-frequency words, or

we can high the level by integrating the activities with other language skills.

- Language Focus : Vocabulary, Writing
Level : Beginner - Intermediate
Time : 10 minutes / Warming up/winding down class
Materials : papers
Aims : Students need to be a focus and find as many words as possible within a certain time.

Procedure :

- a. Individually, in pairs or small groups, the students think of and write as many English words as they know in a certain limited time given by the teacher.
- b. The teacher can ask the students to write based on word class classification (Noun, Verb, adjective, adverb, etc.), or alphabetically from A to Z.
- c. As an alternative, this game can be played competitively and see which group or which student has the most words. If it is done in groups, it will be easier to play if the class members share each other words.
- d. It can be a good morale booster because it shows that the students know many words and can find many words in only a few minutes.
- e. The teacher can ask the students to specify only certain nouns, verbs, adjectives, or adverbs with a specific alphabet for a higher level.
- f. Please see the examples below.

Please find as many words in English as possible from A-Z within 4 minutes.

	Student 1	Student 2	Student 3
A	Apple	Avocado	Ant
B	Book	Bag	Ball
C	Chair	Cute	Cupboard
D	Diamond	Dragonfly	Doll
E	Eagle	Eat	Elementary

F	Fox	From	For
G	Giraffe	Gone	Grape
H	House	Happy	Harmful
I	Independent	Information	Ink
J	Jump	Jar	J
K	Knowledge	Key	Kinship
L	Lamp	Lamb	Lame
M	Mesmerize	Miracle	Marvelous
N	Nine	Nothing	Nanny
O	Optional	Obvious	Oven
P	Primary	Pen	Pencil
Q	Queen	Queue	Q
R	Roses	Rainbow	Raining
S	Student	Star	Ship
T	Tree	Trumpet	Time
U	Urgent	Umbrella	Uniform
V	Value	Violet	Vertical
W	Window	Wonderful	Weather
X	Xylophone	X	X-ray
Y	Yellow	Year	Yolk
Z	Zebra	Zipper	Z

It shows that student 1 is the winner than followed by student two and student 3.

Other variations can also do by the teacher. He or she can choose any alphabet and ask the students to find as many as possible the English words within a certain time, as shown in the example below.

Please find the English verb start by A as many as possible in 4 minutes.

	Student 1	Student 2	Student 3
A 1	Arrive	Abandon	Accuse
2	Accept	Accept	Adopt
3	Answer	Act	Admire
4	Agree	Agree	Adore
5	Afford	Allow	Advise

6	Aim	Alter	Affect
7	Anticipate	Approach	Amuse
8	Apply	Approve	Analyze
9		Argue	Announce
10		Assign	Attend
11		Assume	
12		Avoid	
13		Answer	
14		Aim	

As you can see, some verbs might appear at all the students, and some are different. Ask the student to write their verbs in front of the class but avoid the same ones. It can add their vocabulary and know the meaning easily. For example, if a student does not understand the verb *adore's* implications,' The teacher and other students can explain its meaning or give a model in a sentence.

Adore /ə'dɔ:(ə)r/

Meaning: love and respect (someone) deeply

e.g., He *adored* his mother.

4. The Mime Game

What is the mime game? The game's objective is to use sounds and **miming** others to guess the illustration on the card. This party **game** not only guarantees giggles but also develops team spirit and creativity. How do you play the mime game? The first **player** to correctly guess the word scores a point for their team. The two teams then **mime** the second word, and so on. When all three words have been guessed correctly, two new players come to the front, and three new words are written on the board. **Play** continues until everyone has had a turn guessing mimes. Of course, **miming** is acting out a story or word with the body only and without using any language. This has advantages in **the classroom** (especially with beginners) because it does not require students to develop the possibly difficult language to express themselves.¹⁵

An example of the mime game can be seen in this link:
<https://www.youtube.com/watch?v=5uRcyCCN7KY>



Miming is an excellent way for students to practice their tenses and their verbs. It is also great for teachers with limited resources or planning time or teachers who want to break up a longer lesson with something more interactive. This game is

¹⁵ <https://www.google.com/search?channel=crow2&client=firefox-b-d&q=The+Mime+Game>

adaptable to almost any language point that you might be focusing on. It is a simple game but great practice for the student's vocabulary.

This game works with any age group. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible. It can also connect to certain topics such as animals like activities like, etc.

Language Focus	: Vocabulary, Speaking, Grammar
Level	: Beginner-Intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: cards
Aims	: Students need to mime the words in the cards within some amount of time.

Procedure :

1. Before the class, write out some actions or animal names and put them in a bag. e.g., action : washing the dishes, playing chess, swimming, etc. animal; elephant, bird, rabbit, etc
2. Split the class into two teams.
3. Bring one student from each team to the front of the class, and one of them chooses the cards.
4. Have both students mime the action to their team.
5. The first team to shout the correct answer wins a point.
6. Repeat this until all students have mimed at least one action.
7. If the focus is on grammar, the teacher should remind the students to follow a certain pattern.

or example :

Teacher	: pretend to be an elephant by using his or her hand as the trunk of the elephant. (Students) raise their hand, and the teacher chooses who can answer it.
---------	--

Student A : elephant...

Teacher : complete sentence, please. It's an elephant.

Student A : It's an elephant.
 Teacher : Okay, you will continue. Please stand here in front of the class and mime the words on the card. (show the card: playing guitar)
 Student A : (mime as playing the guitar)
 Student B : Playing guitar.
 Teacher : You are playing the guitar. (to student B to correct it)
 Student B : You're playing the guitar.
 Teacher : Good job, now it is your turn (student B) to play.
 ...

Continue the game activity until the teacher says, stop the game. Try to give a chance for each student to mime at least one action or other categories.

Here are some examples of the mime words that can be cut or copy it before you start the game in the class.

a) Action verbs

Playing football
 (You are playing football.)

Surfing
 (You are surfing.)

Playing chess
 (You are playing chess.)

Playing piano
 (You are playing the piano.)

Playing tennis/badminton
 (You are playing tennis.)
 (You are playing badminton.)

Playing basketball
 (You are playing basketball.)

Playing volleyball
(You are playing volleyball.)

Singing
(You are singing.)

b) The teacher can change the action verbs into an occupation. Make sure that the students know the category before you replay it. Do not forget to ask the students to give full a sentence.

Teacher
(You are a teacher.)

Doctor
(You are a doctor.)

Secretary
(You are a secretary.)

Singer
(You are a singer.)

Police / Army
(You are the police.)
(You are an army.)

Football Player
(You are a football player.)

Dentist
(You are a dentist.)

Actor/Actress
(You are an actor/actress.)

c) The teacher can change the topic again into the name of the animals. At this activity, make sure that the students know the category before you replay it. Do not forget to ask the students to give full a sentence.

Elephant

(It is an elephant.)

Duck

(It is a duck.)

Rabbit

(It is a rabbit.)

Bird

(It is a bird.)

Lion/Tiger

(It is a lion / a tiger.)

Snake

(It is a snake.)

Cat

(It is a cat.)

You can create your own categories

5. Blackboard race

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. The students must then write as many words as you require related to the topic in the form of a relay **race**. Each team wins one point for each correct word.

Basic Games to Play on a Whiteboard include:

- 1) **Hangman.** ...
- 2) Win, Lose or Draw. ...
- 3) Wheel of Fortune. ...
- 4) World Traveler/Geography. ...
- 5) Relay Race. ...
- 6) **Tic Tac Toe.** ...
- 7) Chess or **Checkers.** ...
- 8) Sports Magnet Board.¹⁶

An example of a Blackboard race game can be seen in this link: <https://www.youtube.com/watch?v=wam5Psc0SjU>

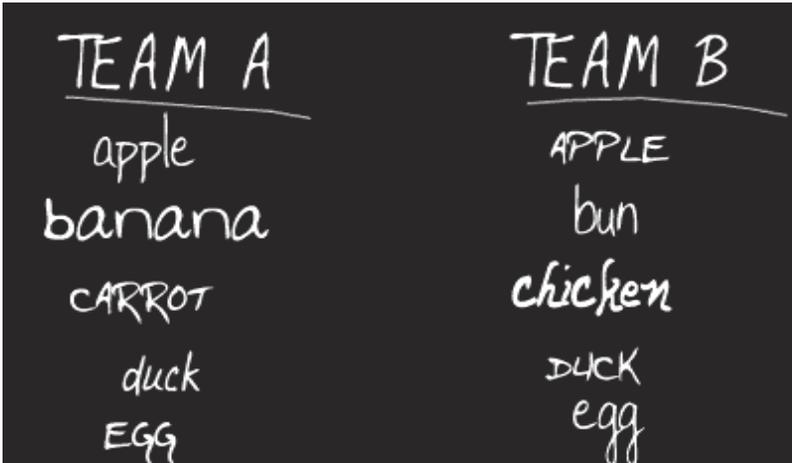


Figure : Product of Blackboard Race Game

This game is plain and simple, a good, old fashioned classroom favorite for the ages. This game, for any level and ages, harder the better.

Language Focus	: Vocabulary, Writing
Level	: Beginner - Intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: blackboard/whiteboard, board markers, instruction cards
Aims	: Students need to be the focus and find as many words as possible within a certain time and write the words on the blackboard.

Procedure :

How to play this game?

1. Divide the board into two halves (it depend on you whatever you want to divide 3, 4, or 5. It's up to you as the teacher).
2. Divide the class into two teams (adjust with the number of board column).
3. Mention theme or category for learned vocabulary words and have students run to the board and write as many related words as possible.

For example, you might call out something like. -animals you will see at the zoo!!! and one student from each team must run-up to the board and write as many English zoo animal names as they can think of within a certain time limit.

4. A teacher needs to set up a time limitation to make the students thinking quickly and creatively.

This game is actually closer to vocabulary games than grammar games. However, we can still use this game to sharpen student skills by combining it with other activities, such as making some sentences based on the words that the students mention or write previously. Here are some ideas about the topic that can be played in class. It can be played as a warming up or winding up activity that can be followed by other activities such as writing or speaking after it.

1. animals you will see at the zoo
2. fruits you will see in the market or supermarket
3. kinds of occupations

4. regular and irregular verbs
5. kinds of nouns in English
6. kinds of adjectives in English
7. kinds of adverbs in English
8. special vocabularies for certain fields. E.g., things at home
9. synonyms and antonyms

6. Name Six

Players begin by passing the ball around the circle. The leader chooses a letter and calls it out. When the letter is called, then the letter is called has to come up with six things that begin with the letter before the ball makes its way around the circle and back to them. Whether or not the player was successful, they remain in the circle, and play continues. The leader then chooses another letter and another player. The leader needs to be sure that each player receives a turn. Once all players have gone, the ones who were unsuccessful in coming up with six words remove themselves from the circle. The remaining players start again. This time there are fewer players, and thus, the amount of time it takes for the ball to make it around is shorter. Play continues in this manner, with the circle getting smaller with each round.¹⁷



¹⁷ <https://www.classicgamesandpuzzles.com/Name-Six.html>

This game is fun and challenging at the same time. It can be adapted for virtually any subject and any grade level. It allows the students to review material they have learned without getting out a pencil and paper and answering the text questions.

Language Focus	: Vocabulary, Speaking
Level	: Beginner - Intermediate
Time	: 10 minutes
Materials	: instruction cards
Aims	: Students need to focus and find as many words as possible within a certain time and write whiteboard words.

Procedure :

1. Arrange six chairs in a circle and choose one person, the teacher, or another student, to stand outside the circle.
2. Give someone in the circle a stuffed animal, the funnier the animal, the better!
3. The person outside the circle states what the person holding the animal has to name six of.
5. The person then starts moving the animal around the circle, and the other players pass it around.
6. The player must name six of the objects before the animal gets back to him or her.

For example, let's say that you have just finished a vocabulary unit on animals.

The person standing outside the group may say something like:

"Name six animals that have fur."

student A: cat

student D: beaver

student B: bear
answer)

student E: Pass (can not

student C: dog

student F: Squirrel

The person sitting in the circle begins naming six animals, and at the same time, the stuffed animal is being passed around the circle.

If the player cannot name six animals with fur by the time the stuffed animal reaches him, he has lost, and it's his turn to stand outside the group and stunt the other students.

7. This game requires no preparation time. It may take the students a few times before they become successful at the game, but it will become one of their favorites.

Here are some ideas about the topic that can be played in class. It can be played as a warming up or winding up activity that can be followed by other activities such as writing or speaking after it.

1. Animals you will see at the zoo

Tiger	Giraffe	Bear	Crocodile	Bird
Snake	Zebra	Fish	Turtle	Rabbit

2. Fruits you will see in the market or supermarket

Apple	Watermelon	Pear	Avocado	Pineapple
Banana	Grape	Blueberry	Lemon	Guava

3. Kinds of occupations

Teacher	Doctor	Lawyer	Dentist	Army
Author	Singer	Architect	Minister	Actor, etc

4. Regular and irregular verbs

Arrive –	Dry –	Erase –	Apply –	Walk –
Arrived -	Dried -	Erased -	Applied -	Walked –
Arrived	Dried	Erased	Applied	Walked
Awake –	Come –	Drink –	Sing –	Go –
Awoke -	Came -	Drank -	Sang -	Went-
Awaken	Come	Drunk	Sung	Gone, etc
Sit – sit –	Put – put	Read –	Drink –	See – saw
sit	– put	read –	drank –	- seen
		read	drunk	

5. kinds of nouns in English

Arm	Book	Camera	Dolphin	Eraser
-----	------	--------	---------	--------

Fan	Garage	House	Ink	Jar
Kite	Lamp	Mouse pad	Napkin	Orange
Pen	Quilt	Radio	Sunblock	Tambourine
Umbrella	Van	Window	Xylophone	Yeast
Zebra	Zipper	Yam	X-ray	Water coat, etc

6. kinds of adjectives in English

Arrogant	Beautiful	Charming	Diligent	Famous
Glamour	Handsome	Kind	Lazy	Marvelous
Naughty	O	P	Q	R
Easy-going	Diligent	Humorous	Stingy	Fast, etc

7. Kinds of adverbs in English

There are many kinds of adverbs in English; therefore, there will be more varies in the answers. A teacher needs to explain it to the students even just in a short time.

- Adverb of time:
Two days ago, already, before dawn, early, finally, last year, later, next week, now, yesterday, then, today, tomorrow.
- Adverb of manner :
Automatically, carefully, clearly, correctly, fast, fluently, hard, quickly, slowly, successfully, suddenly, well, in a friendly way, like a child.
- Adverb of degree :
Completely, enough, entirely, extremely, hardly, positively, rather, really, so, somewhat, strongly, too, totally, very.
- Adverb of frequency :
Always, constantly, usually, normally, often, sometimes, occasionally, infrequently, seldom, rarely, hardly ever, never, monthly, weekly, daily, hourly, every second, once every month, three times.

- Adverb of place :
above, abroad, across, anywhere, away, backward(s),
downstairs, east, here, indoors, nearby, uphill, at
home, under the bed.
 - Adverb of modality :
hopefully, likely, maybe, perhaps, possibly, probably.
 - Focusing adverb :
also, as well, even, in addition, just, mainly, only, too.
8. Specials vocabularies for certain fields. e.g., things at home

Desk	Television	Mirror	Clock	Bed
Table	Fan	Chair	Stove	Plate, etc

9. Synonyms and antonyms

Tall -	Good -	Beautiful -	Big -	Wide -
Short	Bad	Ugly	Small	Narrow
Full -	Dry - Wet	Easy -	Fast -	Far -
Hungry		Difficult	Slow	Near, etc

7. The Board Games

Board games are traditionally a subset of tabletop games that involve counters or pieces moved or placed on a pre-marked surface or "board," according to a set of rules. In common parlance, however, a board game need not necessarily contain a physical board. Some games are based on pure strategy, but many contain an element of chance; and some are purely chance, with no skill element. Games usually have a goal that a player aims to achieve. Early board games represented a battle between two armies, and most modern board games are still based on defeating opponents in terms of counters, winning positions, or accrual of points.

There are many varieties of board games. Their representation of real-life situations can range from having no inherent theme, such as checkers, to having a specific theme and narrative, such as *Cluedo*. Rules can vary from the very simple, such as in Snakes and Ladders, to deeply complex, as in Advanced Squad Leader. The time required to learn to play or master a game varies greatly from game to game, but is not necessarily correlated with the number or complexity of rules; games like chess or Go possess relatively simple *rulesets* but have great strategic depth.¹⁸

This is a game from the beginner until intermediate. Again, this game actually very easy but can be hard, depending on you.

Language Focus	: Vocabulary, Speaking
Level	: Beginner - Intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: papers
Aims	: Students need to be a focus and find as many words as possible within a certain time.

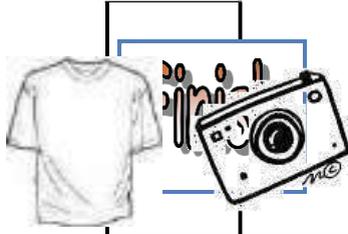
Procedure :

	1	2	3	4	5
	ame 7 ngs t you nd in the fridge.	Name 7 things that are cold.	Go Back to Start	Name 7 things that are hot.	Name 7 jobs that pay well.

¹⁸ https://en.wikipedia.org/wiki/Board_game



6
Name 7 makes of cars.

<p>22 Name 7 sea animals.</p>	<p>23 Name 7 TV programs.</p>	<p>24 Name 7 things that need electricity.</p>	<p>25 Name 7 ways to get to school.</p>	<p>26 Name 7 countries in Europe.</p>	<p>7 Name English singers or bands.</p> 
<p>21 Move Ahead 2 Spaces</p>	<p>Name 7 Things Board Game</p>			<p>27 Name 7 planets.</p>	<p>8 Miss a Turn</p>
<p>20 Name 7 items of clothing.</p>				<p>28 Name 7 countries in Asia.</p>	<p>9 Name 7 fairy tales.</p>
<p>19 Name 7 negative adjectives.</p>		<p>31 Name 7 seas or oceans.</p>	<p>30 Name 7 continents.</p>	<p>29 Name 7 capital cities.</p>	<p>10 Name 7 fruits.</p>
<p>18 Name 7 positive adjectives.</p>				<p>11 Name 7 vegetables.</p>	



17 Name 7 farm animals.	16 Roll Again	15 Name 7 pets.	14 Name 7 things you take on holiday.	13 Name 7 school subjects.	12 Name 7 irregular verbs.
---	------------------------------------	------------------------------	---	--	--

 	1 milk, eggs, mayonnaise, water, juice, beer, meat	2 ice, winter, iced coffee, North Pole, Antarctica, snow, snowman, snowball, gazpacho	3 Go Back to Start	4 coffee, tea, sun, soup, hotpot, desert, Thailand, fire	5 doctor, lawyer, archite ct, engine er, pilot, CEO, football player
	6 Toyota, Honda, VW, BMW, Mercede , Peugeo Buick				

22 shark, seal, whale, crab, octopus, jellyfish, fish, shrimp	23 news, film/movie, a quiz show, game show, sports/wildlife /music program, weather forecast	24 toaster, hairdryer, washing machine, fridge, computer, TV, DVD- player	25 On foot, by bus, car, bicycle, motorbi ke, train, plane, boat, helicopt er	26 France, England, Spain, Italy, Greece, Germany, Belgium, Switzerlan d	7 Madon na, Mariah Carey, Beatle s, Rolling Stone s, U2, Bon Jovi, Oasis
21 Move Ahead 2	Name 7 Things Board Game			27 Venus, Mercury, Earth, Mars, Jupiter,	8 Miss a Turn

Spaces			Saturn, Uranus, Neptune	
20 shirt, T-shirt, skirt, socks, shoes, trousers, cap, tie, blouse, jacket			28 China, Japan, Korea, Thailand, Malaysia, Singapore, India, Iran, Iraq	9 Cinderella, Princess and the Frog, Wolf and 7 Pigs, Peter Pan, Snow White, etc.
19 bad, terrible, horrible, ugly, unfriendly, sad, unkind, mean	31 Atlantic, Pacific, Indian, Arctic Ocean, Mediterranean Sea, South China Sea, Baltic Sea	30 Africa, Antarctica, North America, South America, Asia, Australia, Europe	29 London, Tokyo, Beijing, Bangkok, Paris, Rome, Berlin, Buenos Aires	10 apple, pear, banana, mango, pineapple, durian, cherries kiwi, papaya
18 good, nice, beautiful, happy, helpful, kind, generous, pretty, great				11 lettuce, cabbage, peas, beans, cauliflower, broccoli, tomato,

					potato
17 pig, cow, horse, goat, sheep, donkey, chicken, duck, turkey	16 Roll Again	15 dog, cat, mouse, rat, hamster, guinea pig, bird, fish, parrot, iguana	14 clothes, camera , bag, back- pack, suit- case, sun- screen, novel, sandals	13 English, Maths, History, Geography , Social Studies, PE, Science, Music, Art	12 go, come, see, take, have, hear, run
1 Start	2 No, thanks.	3 Go Back to Start	4 I'm studying English.	5 I'm a teacher.	6 Have you...? Mount Everest. Are you...?
How	Why	Where	How many	What	
22 Banana s, lemons, and grapefru it.	23 To the dentist's.	24 I was watching TV.	25 It's in Italy, in Europe .	26 About 2 dollars.	7 On the fifth floor.

<p>21</p> <p>Move Ahead 2 Spaces</p>	<p>Board Game</p> <p>Do you...?</p>  <p>Finish</p>				<p>27</p> <p>No, I don't. I used to, but I quit five years ago.</p>	<p>8</p> <p>Miss a Turn</p>		
<p>20</p> <p>Yes, I have.</p>					<p>28</p> <p>Chelsea.</p>	<p>9</p> <p>I think I'll stay at home.</p>		
<p>19</p> <p>No, I haven't.</p>					<p>31</p> <p>11, including the goal-keeper.</p>	<p>30</p> <p>About 20 minutes.</p>	<p>29</p> <p>George Washington.</p>	<p>10</p> <p>I'm going to have dinner at a restaurant.</p>
<p>18</p> <p>In London, but I didn't grow up there.</p>					<p>What's the question?</p> <p>Pre-intermediate to Intermediate</p>			
<p>17</p> <p>Five years.</p>	<p>16</p> <p>Roll Again</p>	<p>15</p> <p>No, I didn't.</p>	<p>14</p> <p>Because I think it's important.</p>	<p>13</p> <p>I collect coins, read comic books, and surf</p>	<p>12</p> <p>Yes, I did, but I didn't like it.</p>			

				the Internet.	
--	--	--	--	------------------	--

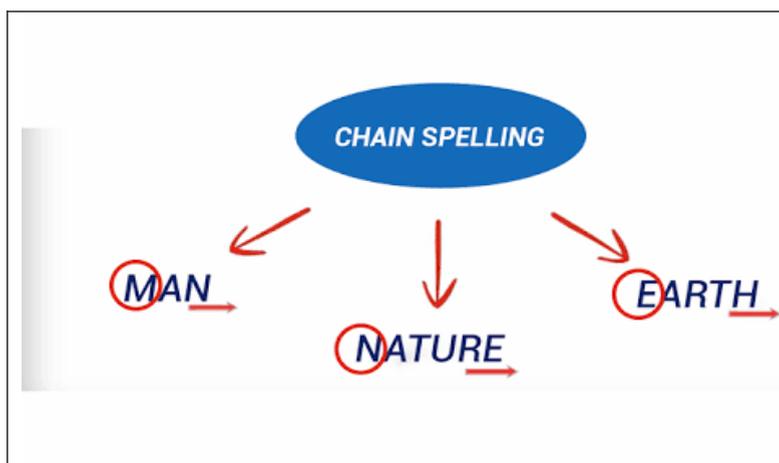
Answer Key – Sample Questions

1. Would you like some coffee?
2. Would you like some coffee?
3. -
4. What are you doing?
5. What do you do? Or What's your job?
6. What's the highest mountain in the world?
7. Which floor do you live on?
8. -
9. What are you going to do (tonight)?
10. What are you going to do (tonight)?
11. Can you play the piano?
12. Did you see a movie yesterday?
13. What are your hobbies? Or What do you do in your free time?
14. Why are you learning English? Or Why do you learn English?
15. What's your favorite subject?
16. -
17. How long have you lived here?
18. Where were you born?
19. Have you (ever) been to England? Or any other _Have you' question.
20. Have you (ever) been to England? Or any other _Have you' question.
21. -
22. Which fruits are yellow? Or Can you name three yellow kinds of fruit?
23. Where do you go when you have a toothache?
24. What were you doing yesterday at 9 PM?

25. Where (in the world) is Rome?
26. How much is a (Big Mac hamburger)? Or What does a Big Mac cost?
27. Do you smoke?
28. What's your favorite football team? Or Which part of London do you live in? or Who do you think will win the Premiership this season?
29. Who was the first president of the USA?
30. How long does it take you to get here?
31. How many players are there in a football team?

8. Chain Spelling (*Shiri-tori*)

Chain Spelling (*Shiri-tori*) Level: Easy to Medium. The teacher gives the word and asks a student to **spell** it, and then a second student should say a word beginning with the last letter of the word given. Spelling is one of those skills that often gets overlooked in many ESL/EFL classrooms. However, it's quite an important skill! It can save a lot of time if our students do not have to look up things in their dictionaries, and of course, constantly, it is ideal for English writing proficiency tests where students are not able to use a computer or cellphone. This chain spelling activity is suitable for helping students out with this in a fun way!. Another reason to consider this spelling game is that it requires absolutely nothing in preparation or materials. It's always good to have a few of these kinds of ESL activities in your back pocket in case of those last-minute classes that might get thrown at you.¹⁹



This game is good and can be challenging at the same time. It can be adapted for any grade level. It allows the students to review material they've learned without getting out a pencil and paper and answering the text questions. It also can

¹⁹ <https://eslspeaking.org/chain-spelling-activity/>

explore deeper about their vocabulary. For a better result, try to combine it with other language skills such as speaking and writing.

Language Focus	: Vocabulary, Speaking, Writing
Level	: Beginner - Intermediate
Time	: 10 minutes
Materials	: none
Aims	:
Students need to focus and connect the last alphabet to make a new word within a short time.	
For speaking activity, try to combine it by asking the students to make the words into sentences.	

Procedure:

1. The teacher gives the word and asks a student to spell it.
2. Then, a second student should say a word beginning with the last letter of the word given.
3. The game continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or come up with a word that has been said already, then he/she is out.
4. The last one remaining in the game is the winner. This game can be made difficult by limiting the words to a certain category, e.g., food, tools, nouns, verbs, etc.
5. Here are some examples of the words that are formed by using chain spelling.

S1	APPLE
S2	EAGLE
S3	EXPECT
S4	TEEN
S5	NANNY
S6	YOLK

S7	KIND
S8	DIAMOND
S9	DEEP
S10	PLUMB
S11	BEAR
S12	RAINBOW

S13	WINDOW
S14	WITH
S15	HERO
S16	OX
S17	XYLOPHONE
S18	EXIT

Notes :

S1, S2, ... = Student 1, Student 2, ...

6. The teacher can ask the students to make their words into a complete sentence.

If the teacher focuses on the writing skill, he or she can ask the students to write the sentences on a piece of paper, and later they can check the sentences by having peer checking or classically.

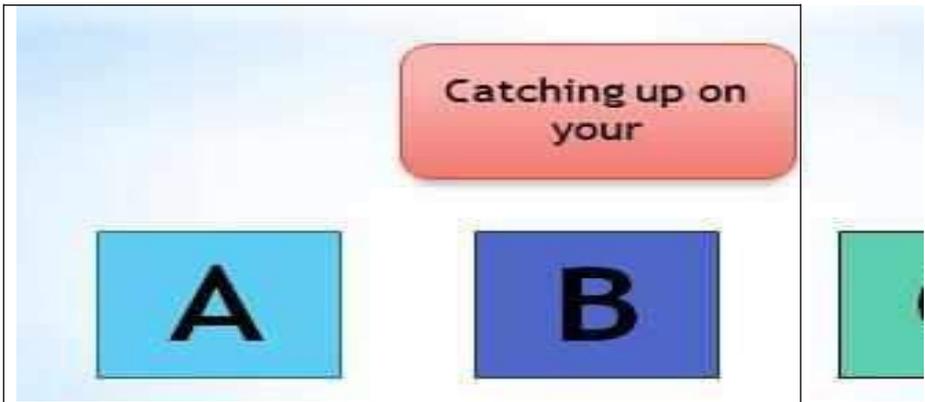
	Word	Sentence
S1	APPLE	An apple a day keeps the doctor away.
S2	EAGLE	An eagle is waiting patiently on a high tree for its prey.
S3	EXPECT	They expect to meet the CEO of this week.
S4	TEN	Ten students are discussing their assignment in the library.
S5	NANNY	She is a very good nanny , and the family loves her so much.
S6	YOLK	<u>A</u> yolk is a part of an egg,' said my youngest niece.
S7	KIND	She is known as a very kind teacher.
S8	DIAMOND	The price of a 24-carat diamond is tremendously high.

S9	DEEP	Her words had a very deep meaning and made us cry.
S10	PLUMB	A lot of water splash out of that leaking plumb.
S11	BEAR	A bear is a wild animal, even though it looks cute.
S12	RAINBOW	What a beautiful rainbow I have seen this afternoon.
S13	WINDOW	The key is next to the window .
S14	WITH	Anna goes to the library with her nephew.
S15	HERO	Everybody can be a hero in their own way.
S16	OX	Is there an ox over that fence?
S17	XYLOPHONE	Xylophone is a musical instrument.
S18	EXIT	Where is the exit door?

9. Catching up on your ABC's

All children need to learn their ABCs. By learning to recognize and name each letter in the alphabet, children take their first steps into the world of written language. Many children master letter-naming before they start kindergarten, and almost all children have learned it by the time they finish. However, children may vary widely: some can identify and name all twenty-six letters in the alphabet, while others can't name any letters at all. Other children are still familiar with the first half of the alphabet but struggle with the second half. For these children six and under, -Catching up on your ABC'sll results may be particularly important because letter-naming is one of the most effective predictors of subsequent reading skills.

An example of -Catching up your ABCsll is provided in the video. Let us open via: <https://www.youtube.com/watch?v=Pow7EOJNvNg>



This game is short and simple. It is good and can be challenging at the same time. It can be adapted for any grade level. It allows the students to review the material they've learned. It also can explore deeper about their vocabulary.

Language Focus	: Vocabulary, Speaking
Level	: Beginner – Intermediate - Advance
Time	: 10 minutes

Materials : a small ball

Aims :

Students need to focus and connect the alphabet to make a new word within a short time.

For speaking, try to combine it by asking the students to make the words into sentences.

Procedure:

1. The teacher writes an alphabet on the board. Throw a small ball to someone and say a word beginning with the letter, e.g., letter A. Avocado
2. This student must catch the small ball, say a word beginning with the letter B, e.g., B for Ball.
3. Then, student B throws it to another student. This third-person says a word beginning with the letter C and so on.
4. Obviously, the game is meant to be played fast. For the student who cannot answer it quickly, there should be a punishment, for instance, mention 2 or 3 other words that he or she remembers.
5. For a higher level student, the teacher may not need to write the alphabet on the board.
6. Basically, there are many ways to change the game to make it adaptable to your level of students; beginner, intermediate, advanced.

For a beginner level, the teacher can ask any word that starts of that special alphabet. Meanwhile, for the intermediate level, the teacher can be more specific to word classes, such as particular words related to school or education.

Furthermore, the teacher can ask the students for the advanced level and integrate it into other speaking and writing skills.

7. The example of each level can be seen in the following tables.
 - a. Beginner
e.g., *Please catch the ball and mention any English word start by letter/alphabet A-Z*

No	Letter	Word	No	Letter	Word
1	A	AVERAGE	14	N	NOVEMBER
2	B	BRAVO	15	O	OXEN
3	C	CARPENTER	16	P	PRIMARY
4	D	DOLL	17	Q	QUIT
5	E	EXTRA	18	R	RABBIT
6	F	FABULOUS	19	S	STRAWBERRY
7	G	GOLF	20	T	TRY
8	H	HONOUR	21	U	UNITY
9	I	INSIDE	22	V	VALUE
10	J	JOYFUL	23	W	WINDOW
11	K	KINDNESS	24	X	XYLOPHONE
12	L	LETTER	25	Y	YOUNG
13	M	MELODY	26	Z	ZEBRA

b. Intermediate

Try to focus on the actual words of classes and a certain alphabet.

e.g., *Please catch the ball and mention any adjective start by letter/alphabet F*

1	FALSE
2	FAIR
3	FANCY
4	FAITHFUL
5	FANATICAL
6	FANTASTIC
7	FASCINATED
8	FASCINATING
9	FATIGUE
10	FAULTLESS
11	FANTASTIC
12	FEARFUL
13	FEARSOME
14	FEARLESS
15	FESTIVE

16	FLAWLESS
17	FLOURISHING
18	FOOLISH
19	FORGIVING
20	FOND
21	FORCEFUL
22	FORTUNATE
23	FOXY
24	FREE
25	FRESH
26	FRIENDLY
27	FRIGHTENED
28	FRANK
29	FUNNY
30	Etc

Note :

Try to see another letter/alphabet. If most students cannot find more, stop the game for a while, and continue to different categories.

c. Advance

Try to focus on the definite word of classes and certain alphabet, then ask the students to make a sentence based on their word.

If the focus of the game is speaking skill, ask the students to say it out loud. If the focus is on writing, ask them to write their sentences on a piece of paper and switch the paper to their friend for peer correction.

e.g., *Please catch the ball and mention any adjective start by the letter/alphabet F, then make a sentence from that word.*

Write your sentence on a piece of paper and collect it

No.	Letter	Word	Sentence
1	A	AVERAGE	It is an average score of the test.
2	B	BRAVE	He is a brave young man.
3	C	CARPENTER	His job is as a carpenter.
4	D	DOLL	My sister loves her doll more than anything.
5	E	EXTRA	It needs extra care and lots of vitamins to recover from its sickness.
6	F	FABULOUS	I want an outfit that'll make me look fabulous.
7	G	GOLF	His hobby is playing golf.
8	H	HONOUR	It is an honor for me to be able and join this meeting.
9	I	INSIDE	The blue ball is inside the box.
10	J	JOYFUL	It is such a joyful moment for all of us.
11	K	KINDNESS	They always remember her kindness when they need help long ago.
12	L	LETTER	My mom was reading a letter sent by her close friend from abroad.
13	M	MELODY	I prefer songs with a simple melody.
14	N	NOVEMBER	The International Educational Conference will be held next November in Banjarmasin.
15	O	OXEN	Big oxen are standing

			blocking the road in Spain.
16	P	PRIMARY	Our primary objective is to have more graduate students in time.
17	Q	QUIT	He prefers to quit the job instead of apart from his family.
18	R	RABBIT	There is a cute rabbit in my neighbor's garden.
19	S	STRAWBERRY	She prefers strawberry rather than chocolate ice cream.

No.	Letter	Word	Sentence
20	T	TRY	Try to do it, try again, and try to be the best you can do in your own life.
21	U	UNITY	Unity in diversity is our motto in Indonesia.
22	V	VALUE	A group of athletes spoke to the students about the value of a college education.
23	W	WINDOW	'Please clean the window immediately,' said my mom.
24	X	XYLOPHONE	Xylophone is a musical instrument that consists of a metal or wooden bars of different lengths that you hit with a special stick.
25	Y	YOUNG	He is a very neat, smart, and kind-hearted young man.
26	Z	ZEBRA	A zebra is an animal that looks like a horse but has black and white lines all over its body.

While learning a set of twenty-six arbitrary associations takes time and practice, letter-naming isn't fundamentally different from other developmental hurdles. Young children are accustomed to naming visual objects and often enjoy doing so. For example, a typical three-year-old can look at a line drawing of a cocker spaniel or a color photo of a poodle and declare "Doggie!!" in both cases. These same visual skills probably help children recognize letters that occur in different fonts, colors, and sizes. Children draw on their phonological resources, too. They may recognize the sounds of letter names from the ABC Song or common nouns such as bee, sea, and tea. Still, the ABCs do present challenges. Infrequent letters may be harder to learn. And some children struggle with the visual similarities between lower-case letters like b and d or p and q.²⁰

²⁰ <https://brainconnection.brainhq.com/brain-teasers/abc-gulp/>

10. Odd One Out

Odd One Out (also called **Odd Man Out**) is a great **game** for ESL classrooms. In a classroom, divide students into groups of 2-4 or more. Pass **out** lists of four or five words per set with instructions to choose the different words: the **-odd one**!!



Again, this game actually very easy but can be hard depending on you and can be played from the beginner until intermediate. You can make it easy by giving high-frequency words, or you can high the level by integrating the activities with other language skills. Especially for Reading, it can be used as brainstorming of finding topics of a text. Furthermore, this simple activity practices vocabulary and some extent speaking.

Language Focus	: Vocabulary, Reading, Speaking
Level	: Beginner - Intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: photocopy, LCD
Aims	: Students need to focus and find some words that do not belong to the group within a short time.

Procedure :

1. Individually, in pairs or small groups, the students think of certain English words that do not belong to the group within a limited time given by the teacher.
2. The teacher makes a list of four or more words in the same category,
3. As an alternative, this game can be played competitively and see which group or which student can find the oddest words in the shortest time
4. Ask the students to find it. It is called: -Odd one out (the word that does not belong to that group).
5. Do not be surprised if they come up with something surprising answers. Just ask them to justify their choice.
6. You may find it logical.

For example, DOG, CAT, DONKEY, DRAGON.

(The answer could be a dragon because it is a mythical creature, and others are real creatures. Cat also possible because it is the only word that does not start with -D).

7. The teacher can easily type it and show the words using LCD or ask the students to create some list.
8. Here are some question as examples:
 - a. BIRD, CHAMELEON, BUTTERFLY, DRAGONFLY
 - b. BANANA, TOMATO, PEACH, APPLE
 - c. MALAYSIA, SINGAPORE, TOKYO, ENGLAND
 - d. CAR, PLANE, TRUCK, BUS, TRAIN
 - e. TEACHER, CHALK, STUDENTS, BOOKS, ICE CREAM, PENS
 - f. FEBRUARY, APRIL, MARCH, JANUARY, TUESDAY.
 - g. ICE CREAM, CAKE, CARROTS, COOKIES, CANDY
 - h. NOSE, MOUTH, ELBOW, EARS, EYES, CHIN, HAIR

I. LEGS, ARMS, SHOULDERS, NECK, TOP, BACK,
FEET, STOMACH

9. The teacher can also ask the students to find the topic from the list. Ask the students not to use a dictionary. If the students do not know a word, guess the meaning. It can be better if they work with other students.

For example:

In each group of words below, circle the topic. Try not to use the dictionary if you do not know a word. Guess the meaning.

Work with another student.

- a. MILK, COLA, COFFEE, DRINKS, COCOA, ORANGE, JUICE, WATER, TEA
- b. SHIRT, CLOTHES, SKIRT, SUIT, COAT, PANTS
- c. DOLLAR, QUARTER, HALF-DOLLAR, NICKEL, MONEY, PENNY, DIME
- d. SUBWAY, METRO, BUS, AIRPLANE, JET, TRAIN, TRAVEL, BOAT, SHIP.
- e. WHEELS, ENGINE, WINDOWS, SEATS, DOORS, CAR
- f. RIVER, LAKE, WATER, OCEAN, SEA, WELL
- g. TEACHER, STUDENTS, BOOKS, CLASS, PENS, NOTEBOOKS, PENCILS, DESKS
- h. DOCTOR, NURSE, HOSPITAL, BEDS, PATIENTS, ROOMS, X-RAYS, MEDICINE, LABS
- i. HAPPY, SAD, FEELING, ANGRY, NERVOUS, PROUD.
- j. NINE, SIXTEEN, NUMBER, FOUR, SEVENTY-SEVEN, FIFTEEN, EIGHTY, THIRTY-TWO

Variations:

- a. You may change the instruction, for example, -UNDERLINE ONE WORD THAT HAS NO RELATION.¶
- b. The answer key for no.8 and no.9

No 8. a. BIRD

b. TOMATO

c. TOKYO / ENGLAND (depends on the reasons from the students)

d. PLANE

e. ICE CREAM

f. TUESDAY

- g. CARROTS
- h. ELBOW
- i. TOP

No. 9

- a. DRINKS
- b. CLOTHES
- c. MONEY
- d. TRAVEL
- e. CAR

- f. WATER
- g. CLASS
- i. FEELING
- j. NUMBER

11. Find a Person Who....

“**Find Someone** Wholl game is a game with the **activity** that involves learners by asking them to find someone in the class that matches a description or knows certain information. It can be used to practice new vocabulary, to activate background knowledge, or to review concepts. Students use a checklist as they walk around the room, trying to find a person who has a certain characteristic. When students find -someone who drives a truckll or -someone who was born at home,ll they write that person’s name on their checklist of paper and move on to the next person with the hope that that person meets one of the other characteristics on the master list. The goal is to meet and talk to as many people as possible within the time limit to put one name by each of the characteristics.²¹

²¹ <https://www.press.umich.edu/pdf/0472031651-sample.pdf>



This is a game from the beginner. Again, this game actually very easy, but it can be used as a warming up or winding down class. Furthermore, this simple activity practices vocabulary and avoids students' boredom because of sitting most of the time on their chairs.

Language Focus	: Vocabulary
Level	: Beginner
Time	: 10 minutes / Warming up/winding down class
Materials	: none
Aims	: Students need to be a focus on teacher instruction.

Procedure :

7. There is less speaking involved, but everyone will have to pay attention, understand what is being said, and interact with the class.
8. Have everybody begin in a big circle. The teacher calls out: -Find a person who is wearing glasses.!!
9. Everyone runs to grab the hand of a person wearing glasses. Assuming each student has two hands, only two people can be partnered with each glasses wearer.

10. Whoever is left without a hand to hold stands in the middle. The youngest one of the middle group must now call at the next turn.
11. The teacher can have a prepared list of finds or ask the students to make up their own. The possibilities are endless.
12. The shy students either must be quick to follow the English instructions or find themselves in the middle, where they must take a turn at calling out the next -Find a Person. Either way, all students are engaged.
13. Here are some lists that can be added based on the situation in the real class.

Find a person who:

- a. Is wearing red.
- b. Have words on his/her shirt.
- c. Is wearing glasses.
- d. Is wearing white shoes.
- e. Is wearing a blue veil.
- f. etc

12. Secret Code

SECRET CODE SPELLING
Make a secret code by drawing the pictures for each letter next to your spelling word

a	b	c	d	e	f	g	h	i	j	k	l	m
☆	♥	🐱	🍲	🥚	🌞	🌍	😊	←	🍬	→	🍃	🏔️
n	o	p	q	r	s	t	u	v	w	x	y	z
👁️	🍊	🖋️	👑	🐰	☀️	👔	☂️	🏺	🛞	👁️	🧶	🦓

Example: 1. they = 8 0 3 4 9 2. did = 6 1 1 6

Secret code game helps students learn each others' names. It also builds a sense of community at the beginning of the school year. It also helps students develop their fluency and truly breaks the ice if students have just come back from a break or are just starting their studies. This creative classroom activity is usable in multilevel, large classes with limited resources and adaptable for elementary classrooms.

This is a game from the beginner - intermediate. This game actually very easy and can be used as a warming up or winding down class. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs. Higher-level students can be given hidden messages which review functions such as complaints, apologies, etc. Teachers may include any topics they want students to talk about, such as hobbies, family, animals, and so on.

Language Focus	: Vocabulary
Level	: Beginner
Time	: 10 minutes / Warming up/winding down class
Materials	: none
Aims	: Students need to focus on the symbols or code to interpret the tasks

Procedure :

1. The teacher gives instructions to the students written in code that they have to interpret before completing tasks.
2. The code or symbols can be made by the teacher from any sources, creatively.
3. Example: to revise the alphabet and simple present verbs/vocab.
 - Tell students the code, e.g., each code letter represents the letter that comes before it in the alphabet a is b, m is n, 'dbu' is a cat, etc.
 - Then they decode their message and do the task:
 - xbmj up uifcpbse - walk to the board

- o kvnqfoujnf - jump ten times
4. For the intermediate level, the teacher can :
 - a. used more complex codes,
 - b. have given more complicated tasks or vocabulary
 - c. given them half an instruction which they must decode and then find the classmate with the other half of their task information.
 - d. let them work the code out for themselves,
 - e. each student gets one or two words to decode, and then the classwork to put all the words together.
 - f. have not defined where words end
 5. This activity can be used to review or practice vocabulary or structure or simply be a different way to introduce the day's class topic.

13. Twenty Objects

Twenty Objects game refers to a guessing game in which people try to identify a person or object in 20 questions or less. Good for rainy days, long car rides, and for learning English (ESL students). Twenty Questions' objective is quite simple: guess the person, place, or thing in 20 questions or less! This game is stationary and a good car game (meaning it's a good game for long car rides). Little or no movement is required. It takes about 5 minutes per round to play.

This person is designated as -it. For each round, this person must choose any person, place, or thing. The person can be living (e.g., a current athlete or classmate), deceased (e.g., a famous person in history), or fictitious (e.g., cartoon or movie character). The place can be anywhere in the world, including creative areas.

The thing can be an inanimate object, an animal, a food, etc.

Basically, anything can be chosen, but try to make the selected item something that can be reasonably guessed. It's no fun to play a guessing game that is impossible to solve! After the person has chosen a person, place, or thing, the guessing begins! The other players take turns and ask —yes!! or —no!! questions to figure out the chosen answer. That is, the questions must be answered with simply -Yes!! or -No.!! After each guess, keep track of the number of guesses used until it reaches the limit of 20.

Once 20 questions are used up, players may not ask any more questions. If a player correctly guesses the object before, they become —it!! for the next game and choose the next person, place, or thing. Otherwise, the answer is revealed.²²



It is an interesting game. The teacher can test his or her students' memories and vocabulary simultaneously with

²² <https://www.group-games.com/stationary-games/twenty-questions.html>

this fun game. It can be played from the beginner - intermediate. This game actually very easy and can be used as a warming up or winding down class. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs.

Language Focus	: Vocabulary
Level	: Beginner - intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: pictures
Aims	: Students need to focus on the symbols or code to interpret the tasks

Procedure :

1. The teacher prepares a clear desk and 20 common items from around the classroom or things from the teacher's backpack or purse.
2. Arrange the objects on the desk and let students gather around to look at them.
3. Cover everything with a sheet (or something similar) after one minute and send everyone back to their seats.
4. Each student should write out as many items as they can remember on a piece of paper, all in English.
5. When everyone is done, write a list of the chalkboard items and allow students to self-correct.

Alternatively, you can call out the objects and give a point for each one that is correctly written.

6. Here are some examples of the object or realia or even pictures used during the games.

Find some objects.....

14. Spelling Contest



Have you ever heard about 'Spelling Bee Contest'? Why not trying to have this game for the students? It is an interesting and fun game, especially if the teacher wants to improve its

vocabulary. It can be played from beginner up to intermediate or even advanced level.

This game actually very easy and can be used as a warming up or winding down class. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs.

Language Focus	: Vocabulary
Level	: Beginner - intermediate
Time	: 15 minutes
Materials	: list of words
Aims	: Students need to focus on the words that pronounce by the teacher

Procedure:

1. If it is a large class, the teacher needs to divide it into 2 or 3 groups or even more, depends on the teacher's decision.
2. Each group will perform in front of the class, one by one. While the other groups can watch and listen carefully to the performing group and learn from it too.
3. The teacher says a word or a sentence depending on the level for the students to spell. The teacher can also prepare the list of words based on 'round,' for example, round 1,

round 2, etc.

4. The students should spell these correctly and clearly with not even one mistake. For example:

Teacher: Okay, the first word is a *camera*.

Student A: Camera: C – A – M – E – R – A

(spell: si – e – em – i – ar – e)

Teacher: That is correct.

(Student A return to his or her previous position, and will be continued by the next student)

Teacher: The next word is *without*

Student B: WITHOUT; W – I – T – H – O – U – T

(Spell: double U, ai, ti, edj, o, yu, ti)

Teacher: that's correct

(Student B return to his or her previous position, and will be continued by the next student)

Teacher: *Accept* This word has a meaning to take willingly something that is offered; to say 'yes' to an offer, invitation, etc.

Student C: ACCEPT; A – C – C – E – P – T

(Spell: e-si-si-i-pi-ti)

Teacher: That is correct

(Student C return to his or her previous position, and will be continued by the next student or return to the previous ones)

Teacher: The next word is *Debt*. A sum of money that somebody owes.

Student A: DET: D – E – T

Teacher: I am sorry, that is incorrect. There is a silent /b/ sound.

The correct spelling is D – E – B – T (di – i – bi – ti)

5. The winner will be the group which has more points.
6. The teacher can also prepare small gifts as the students' rewards and motivate them to learn more.
7. Here are some examples of the spelling bee.

The real Script of spelling Bee contest list words can contain 100 – 120 that are arranged generally from easiest to most difficult.

a. beginner

BAKE	MUST	FRIED	RIP	SEA
CHASE	BEE	SEVEN	COUNT	WRITE
STEER	TENTH	THEY	FIGHT	BIRTHDAY

FLIES	CRAWL	HAPPEN	I'VE	BUILD
RAISED	SMILING	MERRY	VOICE	FINISH
HEARD	SATURDAY	SUIT	SCHOOL	ZEBRA

b. intermediate

EARTH	FEVER	USEFUL	COTTAGE	STRECH
EVENING	COPYING	USUAL	PIONEER	NOISE
TERRIBLE	SURPRISE	LIBRARIES	QUARTER	DISCOVER

DIFFERENT	LANGUAGE	MAMMAL	DESSERT	FAVORITE
STOMACH	PROBABLY	NEITHER	NUMERAL	MILLION
MESSAGE	EXCEPT	LAUGHTER	INVENTOR	JOURNEY

c. Advance

ESPECIALLY	LEAGUE	ANCIENT	NATIONALITY	VAULT
HONORABLE	ACQUIRE	VACUUM	PERSUADE	MECHANIC
REQUIREMENT	DISASTROUS	SCISSORS	VEGETABLE	ACCIDENTALLY

AUTHORITY	CONSEQUENTLY	QUOTATION	CELERY
STATISTICS	ENDURANCE	COMPETENT	INFLUENCE
HAVOC	PARALLEL	QUESTIONNAIRE	SOUVENIR
PHANTOM	COURTESY	ADVANTAGEOUS	MESMERIZE

DEFICIENCY	OUTRAGEOUS	RECTANGULAR	HONORARY/HONOURARY
VERTIGO	MALADY	PARLIAMENT	NECESSITY
VIVACIOUS	VACILLATE	PERMEATE	RECURRENT
SENARY	XYLOPHONE	BRIGADIER	XYLEM

8. Remember, the teacher can modify the words based on their attention to do this game. If the teacher only wants to

review some terms related to a topic, they can do it automatically.

Source: spelling-words-well.com

15. Hangman



This classic game is a favorite for all students, but it can get boring quite quickly. This game is best used for 5 minutes at the start to warm the class up or 5 minutes in the end if you've got some time left over. It works no matter how many students are in the class.

Language Focus	: Vocabulary
Level	: Beginner - intermediate
Time	: 15 minutes
Materials	: partner, paper, pen/pencil/board marker
Rules	: Students need to guess the word by spelling the alphabet one by one

Procedure:

1. Think of a word and write the number of letters on the board using dashes. It is needed to show many letters on that word.
2. Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces.
3. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
4. It can be played classically or among the students. Ask the student to do it in pairs or a small group.
5. Continue until the students guess the word correctly (they win) or you complete the diagram (you win)

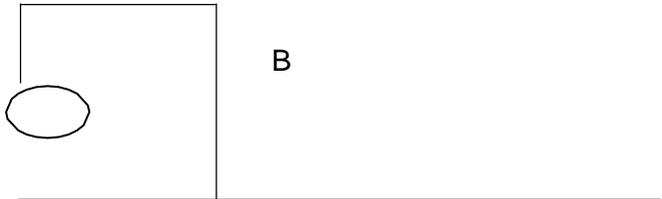
6. Here is an example:

a. Draw these lines and how many letters the word would be.

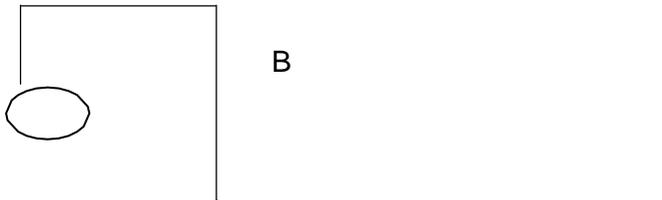


The teacher asks the students to guess what letter one by one. If the students cannot guess it, continue it by drawing the part of the figure hanging man step by step.

b. Write the letter on the right side if it is not on the word that it is guessed.



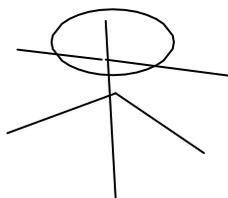
The word that it should be guessed is 'DRAWING.' The letter B is not on that list; therefore, the letter B is written on the other side and draw the circle at the tip of the rope line.



c. The word that it should be guessed is 'DRAWING.' The letter A is on that list; therefore, the letter A is written on the missing letter part.

d. Next, ask the students to keep guessing and follow the previous steps. The word that it should be guessed is 'DRAWING.' If the letter is not on that list, the letter should be

written on the other side and continue to draw the next line and finally make the stick man. This should be removed one by one and stop drawing if the guess is correct.



e. If the student can guess the word 'DRAWING' before the stick figure is not complete, they win.



D R A W I N G

f. The teacher can use a word or phrasal words or longer ones to make it more challenging.

16. Last Man Standing



This is also an interesting and fast-paced game. However, it allows students some time to think. It also encourages peer learning, as students will pick up on words they hear others speaking. The teacher can test his or her students' vocabulary and use their *motoric* skills to catch something simultaneously with this fun game.

It can be played from the beginner, intermediate, or even advance level. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs.

Language Focus	:	Vocabulary
Level	:	Beginner - intermediate
Time	:	10 - 20 minutes / Warming up/winding down class
Materials	:	list of vocabulary based on a certain theme
Aims	:	Students need to focus on the theme of the vocabulary

Procedure:

1. Prepare a small handball and ask the students to form a circle.

2. Name a category or theme, such as things found in a kitchen, food, professions, and so on.
3. Begin by tossing the ball at a student. That student will shout a word related to the theme and throw the ball to another student.
4. As each person catches the ball, they need to develop another word that fits the theme. If they repeat a word that has already been said or cannot think of a new one within a few seconds, they are out and must sit on the sidelines.
5. Ask the outside students to observe their friends and write down some new words if necessary.
6. Take things up a notch with a different version of -Last Man Standing. Instead of naming a theme, each student gives the next student another theme.

For example, you might start off with -something red.

The first student to catch the ball could say -strawberry and then choose another topic and throw it to the next student.

This makes the game much more challenging since students cannot think of a word until they know their theme.

7. Here are some ideas of the theme

a. something has a wheel on it'

Bicycle	Motorcycle	Car	Tractor	Cart
Skateboard	Wheeling chair	Bus	Truck	Roller skate
Trolley	Ambulance	Stroller	Etc	etc

b. kinds of occupations'

Accountant	Actor	Artist	Astronaut	Assistant
Army	Athlete	Architect	Attendant	Author
Banker	Bank manager	Baby sitter	Barber	Ballerina
Clerk	Carpenter	Doctor	Dentist	Engineer
Flight attendant	Gardener	Hairdresser	Inspector	Jockey
Karate instructor	Lawyer	Mailman	Nurse	Operator

Police	Plumber	Quality inspector	Real estate agent	Secretary
Teacher	Tailor	Usher	Vet	Waiter
x-ray technician	Yoga teacher	Zoologist	Zookeeper	Etc

c. Adjectives to _____(Adjectives to describe character and personality)



17. A Shoppers' Nightmare



This game is an oral communication activity appropriate which for EFL learners. It can be played from the beginner, intermediate, or even advance level. Furthermore, this simple game is designed for practicing 'shopping' dialogues and vocabulary.

Language Focus	:	Vocabulary
Level	:	Beginner - intermediate
Time	:	10 - 20 minutes / Warming up/winding down class
Materials	:	List of vocabulary based on certain themes or objects, monopoly money for shopping.
Aims	:	Students need to focus on the theme of the vocabulary and to accumulate as many products as possible within a certain time

Procedure:

1. The teacher divides the students into clerks and shoppers.
2. The clerks set up "stands" to allow easy access for all shoppers (e.g., around the outsides of the room with their backs to the wall).

3. The shoppers are given a set amount of money* (e.g., dollars, euros, pounds, etc.) and begin at a stand where there is an open space.
4. Students shop, trying to accumulate as many items as possible. Remind the student that each item is 1 unit of currency.
5. Periodically, the instructor will say "stop" (a bell or other device may be needed to attract attention in some cultural and classroom contexts) and call out the name of one of the products.
6. Students with that product must put ALL their products in a basket at the front of the room.
7. The remaining students continue shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency).
8. The student with the most products at the end wins.
9. Students then switch roles.
It is recommended to give the students' money as much as possible because the students who run out can no longer participate.
10. There will be two winners for this game.
 - a. The shopper who accumulates the most products within a certain time.
 - b. The clerk who sells and makes the most money within a certain time.

Note :

For an advanced level, ask the students (the clerks) to set the price of items. The other students (the shoppers) need to negotiate the price politely or practically.

18. Taboo Words



This is also an interesting and fast-paced game. However, it allows students some time to think. It also encourages peer learning, as students can do it in small groups. Taboo Words helps students practice with synonyms and descriptions. The teacher can test his or her students' vocabulary and have this fun game. It can be played from the beginner, intermediate, or even advance level. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs.

Taboo words game can be played with any number of people, using teams or just going one-by-one

Language Focus	:	Vocabulary
Level	:	Beginner - Intermediate - Advanced
Time	:	10 - 20 minutes / Warming up/winding down class
Materials	:	list of vocabulary or based on a certain theme
Aims	:	Students need to focus on the theme of the vocabulary

Procedure

1. Separate the class in half and have the two teams sit on opposite sides of the room, facing each other.

2. Each group will choose a person to sit in front of their team, facing them in the hot seat. You will stand behind the students and hold up a piece of paper with a word on it. The students in the hot seats will not be able to see these papers.
3. The teacher needs to set some amount of time, for instance, is three minutes. During this time, teams need to get their hot seat member to say the word on the paper. The catch is, they *wouldn't know* the word under any circumstances.
4. For a large class, which more than 12 students, the teacher needs to divide the teams of 5 or 6 members, and only one team go at a time.
5. Every card in Taboo shows one main word. Below the main word, you will find a list of words similar to the main word, either synonym (words that have the same meaning) or words closely associated with the main word.
6. The group task is to describe the main word to his or her member who sits at the hot seat without using any of the words underneath it.
For example,
if your card's main word is -elbow, the words under it would be -joint, -arm, -bend, -knee, and -macaroni. In this case, you cannot say, -it's like a knee on your arm, or -it's a kind of macaroni that bends.
7. How would you describe an elbow without using any of those words? As you can see, this game is much harder than it sounds at first. It makes the students think in creative ways.
8. This Taboo game will discover that you or your students know a lot more words than you think you do. Also, if you play with a dictionary, you will have a chance to learn not just one new word but also any word listed under it.
9. Here are some examples of the taboo word game. It can be played for beginner, intermediate, or advanced level. The diction of the words can differentiate which level it will be.

The teacher needs to inform a clear instruction or theme of the words; otherwise, the students need a longer time to guess the main word and need longer synonyms or words belong to that group.

a.

BIRD
Animal Fly Wing Nest Beak

AGENT
Manage Role Assist Person Representative

ANIMAL
Living Zoo Jungle Fur Wild

APPOINTMENT
Meeting Time Doctor Arrange Place

CHIEF
Captain Boss Decision Leader Group

BODY
Human Animal Part Bone Physical

BUILDING
Structure Floor Construct Brick Window

CASTLE
King Queen Europe Old Sand

BRIDGE
River Cross High Car Boat

CITY
Town Building Car Large Pollution

ARTIST
Painter Signer Dancer Sculptor Beauty

BEDROOM
House Sleep Night Hotel Apartment

b.

JEALOUSY
Envy Emotion Compare Green Achieve

CHICKEN LEG
Bird Body Eat Food KFC

TOILET
Washroom WC Pee Poop Bathroom

WISH
Want Desire Hope Dream Long for

BENCH
Sit Wooden Chair Long Park

EXERCISE
Run Sports Healthy Daily Morning

CROWN
Head Gold King Queen Jewels

PRINCESS
Prince Queen Daughter Royal Castle

DUCK
Bird Yellow Chicken -quackl Food

PILLOW
Head Sleep Soft Bed Blanket

PROUD
Feeling Accomplish Great Boast Humble

MOTHER
Mom Mama Woman Parent Pregnant

c.

ACTOR
Famous Movie Television

CINEMA
Popcorn Screen Tickets

SCIENCE FICTION
Future Aliens Science

COMEDY
Fun Laugh Humor

ROMANCE
Love Passion Cry

ANIMATION
Cartoon Disney Children

SCRIPT
Word Text Dialogue

HORROR
Scary Monsters Screams

ACTION
Heroes Movement Fight

CAMERA
Shoot Record Film

DIRECTOR
Control Boss Person

CHARACTER
Role Actor Actress

d.

HOAX
Lie
False
True
Cheat
Trick

EULOGY
Funeral
Death
Testimony
Story
Speech

BIZARRE
Odd
Strange
Crazy
Different
Weird

DROWSY
Want
Desire
Hope
Dream
Long for

COLLEAGUE
Sit
Wooden
Chair
Long
Park

INNOVATIVE
Run
Sports
Healthy
Daily
Morning

WEIRD
Bizarre
Odd
Strange
Different
Mad

VANISH
Disappear
Finish
End
Go away
Fade

EVIDENCE
Crime
Prove
Police
Investigation
Scene

HANDICAP
Disabled
Impaired
Wheelchair
Help
Assistance

COMPOST
Convert
Nature
Soil
Fertilizer
Organic

MYSTERY
Movie
Solve
Secret
Enigma
Puzzle

19. Chalkboard Acronym



© Can Stock Photo - csp11873701

What is an 'acronym'? Have you ever heard the term 'abbreviation'? Is it different?

The acronym is a type of abbreviation where a new word is formed from the first letters of a series. It is mostly pronounced as a separate word. It is also usually created with initial capital letters from all or some words in the name. Remember that all acronyms are an abbreviation.

Example :

NASA = National Aeronautics and Space Administration

UFO = Unidentified Flying Object

The abbreviation refers to any shortened or contracted form of a word or phrase. Some have used initialism or alphabetism. Not every abbreviation is an acronym, since some abbreviation is not always the first letter of each word.

Example: N.Y. = New York

Mr. = Mister

St. or Ave = street or avenue (if related to address)

Mon, Tue, Wed, Thurs, Fri, Sat = Monday, Tuesday, Wednesday, Thursday, Friday, Saturday (if related to days in a week)

This is also an interesting game and allows students to think and encourage peer learning or do it individually. The teacher can test his or her students' vocabulary and, at the same time, ask the students to write the words and even connect with some form of art. This game can be played from the beginner, intermediate, or even advance level. Furthermore, this simple activity practices vocabulary and writing exercise and avoids students' boredom because they sit most of the time on their chairs.

Language Focus	: Vocabulary, writing
Level	: Beginner, Intermediate, Advance
Time	: 10 - 20 minutes
Materials	: list of acronyms
Aims	: Students need to focus on acronyms and try to be creative to make it some other words.

Procedure:

1. The teacher writes a word vertically on the whiteboard.
2. Ask the students to come up, one at a time, to write a word starting with each letter of the vertical word.
For example:
Cute
Under
Porcelain
3. Make this tougher by requiring the words to be related to the acronym.
4. The teacher can also make the acronym based on the student's name (they will be more enthusiastic because it is directly to their own identity). Ask them to describe themselves using adjectives. Positive personality adjective.

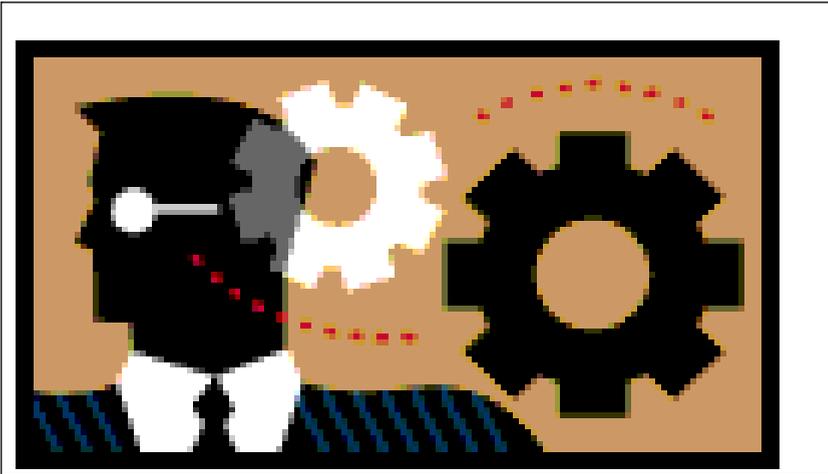
For example :

Letters	Meaning
A	Adaptable
S	Smart
M	Marvelous
I	Incredible

Letters	Meaning
M	Magnificent
U	Unique
I	Inspirational
N	Noble

Letters	Meaning
K	Kind
I	Initiative
K	Knowledgeable
Y	Young

20. Word Maker



This is also an interesting and fast-paced game. However, it allows students some time to think. It also encourages peer learning, as students can do it in small groups. The teacher can test his or her students' vocabulary and have this fun game. Tens or hundreds of words can be formed from this game if it is not limited by the time. It can be played from the beginner, intermediate, or even advance level. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs.

Language Focus	: Vocabulary
Level	: Beginner - intermediate - Advance
Time	: 10 - 20 minutes / Warming up/winding down class
Materials	: list of vocabulary
Aims	: Students need to focus on the words

Procedure

1. The teacher asks the students to form a circle, either sit on the floor or sit on their chairs.
2. Ask the students to write new words from the selected word given by the teacher.

- The teacher provides an example of the word and how to make the new word. Remind the students that the new word should be based on the selected word's letters.

Example:

The word is

G A M E S

The new words should be made of the letter G-A-M-E-S, randomly, and it depends on the students how many letters they need to make it.

G A M E S		
SAME	AGE	AGES
SEA	GAME	AS, Etc

- The longer the word, the more new words the students can make, and it will be an interesting thing to be explored.
- Here are some examples of Word Maker Game.

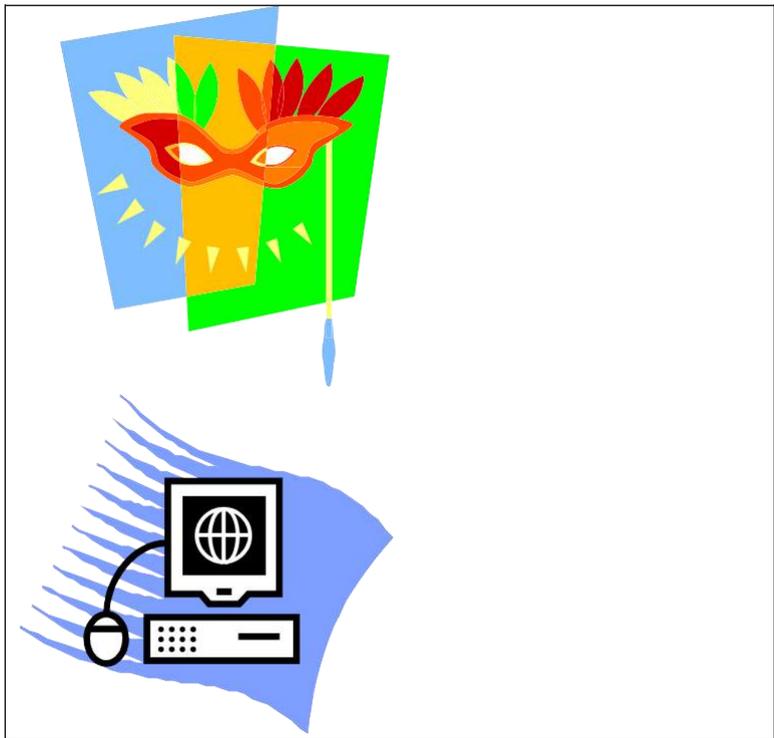
The teacher can modify any words suitable for a topic of that day or just any random word.

TEACHER			
ACT	ATE	CAT	HAT
EAT	ETA	HER	RAT
THE	TEA	TEE	ERA
ACHE	ACRE	ARCH	CARE
CART	RACE	CERE	CETE
CHAR	CHAT	EACH	EATH
HEAT	HARE	HART	HATE
HEAR	RATE	CARET	CARTE
CATER	CHARE	CHART	CHEAT
CHEER	CHERT	CRATE	EARTH
EATER	ERECT	ETHER	HATER
HEART	RATCH	RATHE	REACT

Let us try for other words, STUDENT for instance,

STUDENT			
TEN	END	NUT	SUN
TEST	SENT	SEND	TEND
NEST	USE	USED	STUNT
NET	TUNE	SET	NUDE
DENT	SUED	STUD	DUST
DUE	DUET	TENT	SUET
STUN	DUNE	NUTS	etc

21. A Classmate who ...



This is also an interesting game. It encourages peer learning, as students can do it in small groups and ask the students to interact with other students. The teacher can test his or her students' speaking skill with this fun game. It can be played from the beginner, intermediate, or even advanced level.

Furthermore, this simple activity can avoid boredom because they can move and interact more with their classmates.

Language Focus	: Vocabulary, Speaking
Level	: Beginner - intermediate - Advance
Time	: 10 minutes
Materials	: Worksheet
Aims	: Students practice their speaking skill and learn how to create Yes/No Question

Procedure

1. The teacher informs the students to stand up and move around the class to find a classmate based on the worksheet.
2. The teacher distributes the worksheet to each student. Ask them to read the list for a while.
3. The teacher gives the first example by choosing a random student in the class.

4. Example of the worksheet:

No	Find A Classmate Who ...	Your Name	Friend's
1	Has brother but no sister		
2	Has sister but no brother		
3	Is the only child in his/her family		
4	Speaks other language but Banjarese		
5	Has a cat or cats		
6	Comes from out of Banjarmasin		
7	Is younger than you		
8	Is older than you		
9	Rides a motorcycle		
10	Drives a car		
11	Walks to school		
12	Prefer juice than coffee or tea		
13	Celebrate his/her birthday in January		
14	Celebrate his/her birthday in June		
15	Celebrate his/her birthday in July		
16	Is afraid of dogs		
17	Can swim		
18	Likes to dance		
19	Likes English very much		
20	Sings a lot		
21	Playing games a lot		
22	Loves reading		
23	Has been abroad		
24	Wants to go abroad one day, where..?		
25	Is wearing something in blue		
26	Is wearing rings		
	...		

5. The teacher set the time for the students to collect the information. E.g., 10 minutes.
6. The class will be noisy because all students will ask one another about several questions.
7. Remind the students that if they already have an answer or (max two minutes) 'YES' answers, please write the classmate's name down on the worksheet and move to other classmates.
8. For the 'NO' answer, remind the students that if they already have an answer or max three 'NO' answers, move to other classmates.
9. The result might be like this:

No	Find A Classmate Who ...	Your Friend's Name
1	Has brother but no sister	Anna , Emma
2	Has sister but no brother	Budi
3	Is the only child in his/her family	Anna , Camilla
4	Speaks other language but Banjarese	Donny, Fatchul
5	Has a cat or cats	Galih, Anna , Honey
6	Comes from out of Banjarmasin	Honey
7	Is younger than you	Anna , Ira, Dini
8	Is older than you	Fatchul
9	Rides a motorcycle	Kiky, Jen
10	Drives a car	Juma, Abdul
11	Walks to school	Lily
12	Prefer juice than coffee or tea	Lily, Ira, Anna
13	Celebrate his/her birthday in January	Ayu, Dini
14	Celebrate his/her birthday in June	Anna ,
15	Celebrate his/her birthday in July	Nas, Rina
16	Is afraid of dogs	Maya, Eka, Elv, Elsa
17	Can swim	Yusuf
18	Likes to dance	Fahmi

19	Likes English very much	Sira, Nelly, Nir
20	Sings a lot	Raisa, Chan
21	Playing games a lot	Bambang, Ayin
22	Loves reading	Ayu, Cay
23	Has been abroad	Sira, Cay
24	Wants to go abroad one day, where..?	Zain
25	Is wearing something in blue	Novi
26	Is wearing rings	Novi, Elv,
	...	

10. Then one or few students can give a presentation about someone.

The name 'Anna' is bold because this name will be used for a sample of presentations.

Anna has two brothers, but she doesn't have any sister. She is younger than me and loves juice instead of coffee or tea. She loves cats and has three cats in her house. Oh, one more thing, her birthday will be in June.

22. Call My Bluff / Two Truths and a Lie



Two truths and one lie Call My Bluff is a fun game that is perfect at the start of term as a 'getting to know you' game. It allows students some time to think and encourages peer learning when the game is played in pairs or groups. Here, the teacher can ask the students to practice their speaking skills and listen if the activity focuses on it.

This game can be played from the intermediate or advanced level because the students need to explain their reasons. Furthermore, this game also good to make the students aware and do 'critical thinking.' Besides, this game is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a small class size.

Language Focus	: Vocabulary, Speaking, Listening
Level	: Beginner, Intermediate, Advance
Time	: 10 - 20 minutes
Materials	: list of the truths and lies, pencil and papers
Aims	: Students need to explain the reason the truth or lie

Procedure:

1. The teacher needs to give a chance for his/her students to practice speaking skills.
2. The teacher needs to prepare some time after the game to comment on any mistakes students may have made during the game; therefore, you do not disrupt their fluency by correcting them as they speak.
3. The teacher asks the students to sit in a circle either on the floor or sit on chairs. The teacher also can have the players (students) to introduce themselves if they do not know each other yet.
4. The teacher explains the game to make sure everyone understands how to play the game. The teacher can start by writing three statements about him or herself on the board, two of which should be lies and one which should be true.

Example:

- I have been to Cambodia
 - I have two siblings
 - I won a beauty contest once
4. Allow your students to ask you questions about each statement and then guess which one is true.
You might want to practice your poker face before starting this game!
 5. If they guess correctly, then they win.
 6. For other variation, give students time to write their own two truths and one lie.
 7. Pair them up and have them play again with their new partner, this time with their list. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes. Go around the circle, having each player share their three statements.

8. Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

With older groups, you can have some real fun, and you might be surprised by what you will learn about some of your students when playing this particular EFL game.

9. Here are some examples of the list.

a. Truth and Lies about families and childhood

- a. I am a twin
- b. used to live in a treehouse
- c. I was born in England
- d. My dad is a very famous doctor in Indonesia (or other professions)
- e. My sister is a vegetarian.
- f. When I was a kid, I wanted to be a movie star.
- g. I was born in Jakarta.
- h. Etc

b. Truth and Lies about Abilities and Achievement

- a. I can play the violin
- b. I write poetry
- c. I speak four languages
- d. I took modeling classes and have been in a commercial
- e. I do not have my driver's license
- f. I have won an art contest
- g. I took modeling classes and have been in a commercial
- h. etc

c. Truth and Lies about Food

- a. I am a vegetarian
- b. I am allergic to mushroom
- c. I love deep-fried food
- d. Pizza is my favorite food
- e. I hate chocolate
- f. I have never tasted honey

- g. I drink three cups of coffee every day
- h. etc

Other variation of this game can be:

a. Two Truths and a Dream (Wish)

Instead of two true statements and a lie, each person says two true statements and a dream or wish, which is not true, but the player wishes it was.

For example, a person who has never flown in an airplane might say, -I frequently travel by air to see my family and friends. ll

b. Two Truths and a Lie Icebreaker

You will need pencils or pens for writing, small pieces of paper, and something to attach the papers to each person. Have each person write their first name and two truths and a lie on the paper and pin it close to their shoulder.

As participants mingle, they can guess which statement on the piece of paper is a lie during the gathering.

Later, you can play a game seeing who remembers the most names and lies if you wish.

c. Three True Statements

A classroom game is designed to use vocabulary; this version challenges students to write three true statements using the same vocabulary word. This also works well with a group if you challenge them to do one of the following:

- Three funny statement
- Three statements with each word starting with the same letter, i.e., Letter A
- Three statements with a given topic, i.e., favorite food, favorite activities, etc

Note :

When the teacher sees that it becomes hard to come up with ideas, especially is you play this game frequently with the same people, some questions might give you some new ideas. For example :

1. Are there any things you wish were true about yourself, but

are not?

2. Do you have any special talents that people do not know about?
3. What do you own or not own?
4. What do you want to be when you grow up?
5. What is your favorite subject in school? What is your favorite anything?
6. What are some things you have accomplished?
7. Are you known for something, such as a sport, that would make it less obvious that you liked something else, such as classical music?

Source: <https://icebreakerideas.com/two-truths-and-a-lie>

23. Sentence Race



This is also an interesting and fast-paced game. However, it allows students some time to think and encourages peer learning. The teacher can test his or her students' vocabulary and use their *motoric* skills to write the words into good sentences in front of the class.

It can be played from the intermediate or even advanced level. Furthermore, this simple activity practices vocabulary and avoids students' boredom because they sit most of the time on their chairs and do the work individually.

Language Focus	: Vocabulary, writing
Level	: intermediate, Advance
Time	: 20 minutes
Materials	: list of vocabulary based on certain theme
Aims	: Students need to focus on the theme of the vocabulary and make a correct sentence

Procedure:

1. Prepare a small handball and ask the students to form a circle.
2. Prepare a list of review vocabulary words.
3. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.
4. Organize the pieces like bundles, two bundles, two sets of identical words.

5. Divide the class into two teams. Get them to make creative team names.

6. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.

7. When you call a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

8. The winner is the one with a correct and clearly written sentence.

9. Here is the example of the words. Cut or copy it and put it on the table.

FLOWER

FLOWER

SOCCER BALL

SOCCER BALL

EIFFEL TOWER

EIFFEL TOWER

DOCTOR

DOCTOR

TEACHER

TEACHER

Here is some example of the sentences.

FLOWER

- | |
|---|
| <ol style="list-style-type: none">1. Rose is a kind of flower.2. There are lots of flowers in the garden.3. They gave her a bouquet of flowers on her graduation day. |
|---|

SOCCER BALL

- | |
|--|
| <ol style="list-style-type: none">1. There is a soccer ball in the class.2. My brother is playing his new soccer ball in the field.3. All he asks is a soccer ball that is signed by a famous soccer player. |
|--|

- | |
|--|
| <ol style="list-style-type: none">1. Eiffel Tower is in Paris, France.2. Eiffel Tower is an iconic symbol of Paris, France. |
|--|

- | |
|---|
| <ol style="list-style-type: none">3. They took many pictures with Eiffel Tower as their background last year. |
|---|

- | |
|--|
| <ol style="list-style-type: none">1. He is a doctor. |
|--|

- | |
|---|
| <ol style="list-style-type: none">2. He is a famous doctor. |
|---|

- | |
|---|
| <ol style="list-style-type: none">3. He is a well-known and kind doctor that my brother always goes with. |
|---|

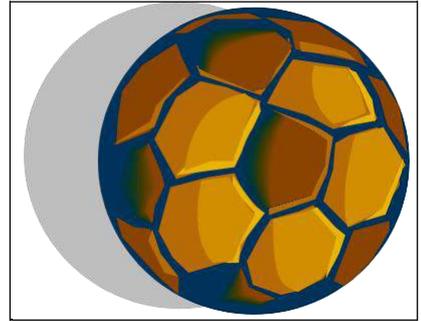
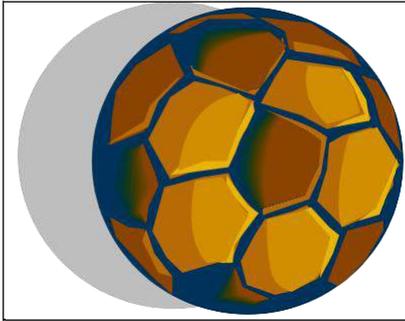
TEACHER

- | |
|--|
| <ol style="list-style-type: none">1. She is a teacher. |
|--|

- | |
|---|
| <ol style="list-style-type: none">2. My sister is an English teacher. |
|---|

- | |
|--|
| <ol style="list-style-type: none">3. My sister, who is now in Jakarta, is a very creative English teacher. |
|--|

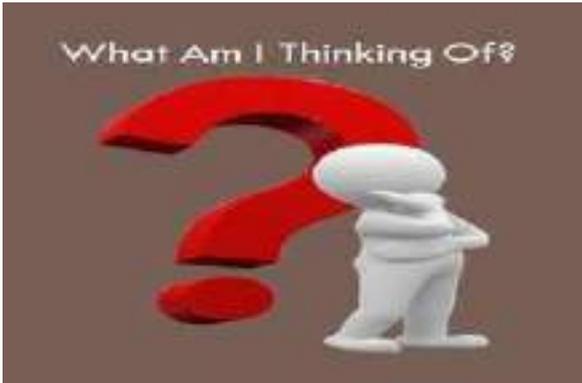
The students love this game. Try another variation, such as by using a picture instead of words.





For advanced students, try to use more advanced words.

24. What Am I Thinking of?



This is also interesting and similar to the 20 Question game. It allows students some time to think. It also encourages peer learning, as students can do it in small groups or do it classically. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate, or even advance level. However, the teacher needs to include some visual clues to make it a little easier for your students.

Language Focus	: Vocabulary
Level	: Beginner - intermediate - Advance
Time	: 15 minutes
Materials	: list of vocabulary
Aims	: Students need to focus on the words

Procedure

1. The teacher needs to pair the students up and have them think of an object.
2. Each student should write 5-10 words describing the object on a piece of paper.

Example: Objects in the classroom

A Pen, A pencil,

A Whiteboard, A board marker,

An Eraser, A book, etc

3. When you call time, the students swap papers and try to figure out what the other person described.
4. The first team to have both words guessed correctly wins.
5. Here is the example of the word and how to play it.

A PENCIL

(Do not show it to the student until they can guess it)

- This thing is a noun
- It might be used as a birthday present. (Let the students guess it if in 30 seconds they can't guess it, then give them more information)
- You may bring it every day. (Let them think and guess, then continue for more information)
- You may use it when you write something. (Let them think again, then continue the explanation)
- You may use it to draw a sketch. (Then one of the students can answer: A Pencil)

A BOARD MARKER

(Do not show it to the student until they can guess it)

- This thing is a noun
- It might be used mostly in the class (Let the students guess it if in 30 seconds they can't guess it, then give them more information)
- You may have many colors. (Let them think and guess, then continue for more information)
- You may use it when you write. (Let them think again, then continue the explanation)
- You may use it to write something on a whiteboard. (Then one of the students can answer: It's a board marker')

Or try with another kind of word classes, for example, adjective.'

MESMERIZE

/mezməraɪz/ (verb)

(Do not show the word card until any student can guess it right)

- This word is a verb
- It might be used when you feel amazing. (Let the students guess it if in 30 seconds they can't guess it, then give them more information)
- It may also mean enchant or charm. (Let them think and guess, then continue for more information)
- It may also mean magnetize or hypnotize. (Let them think again, then continue the explanation)
- If you are mesmerized by someone or something, you cannot stop watching them or listening to them because they are so attractive or have such a powerful effect.
- It's adjective is amesmerized.' (Then one of the students can answer: aMesmerize)

6. Remember that the teacher needs to limit the maximum time and the top guess for the word.

If it is too long and too many guess already, it can reduce students' anxiety to play or guess it.

25. Pictionary



This is a drawing game and famous for a most English speaker. It allows students some time to think. It also encourages peer learning, as students can do it in small groups or do it classically. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate, or even advance level. This is a good, high action game that students really get into.

Language Focus	: Vocabulary
Level	: Beginner - intermediate - Advance
Time	: 20 minutes
Materials	: cards
Aims	: Students need to focus on the words

Procedure

1. The teacher can use the cards from the actual board game to create a classroom activity that will thrill your students.

2. Use the whiteboard at the front of the room; therefore, all the students' attention will focus on the person who explains it.
3. Divide the class into two teams and create a small column for each team on one side of the board. It is needed to record your students' points here.
4. Have one person from Team A come up to the front.
5. Have the student draw a card (try using *Pictionary Junior* cards if the adult ones are too advanced for your class).
Alternatively, you can write words on slips of paper for students to choose.
6. The student must convey the word to his or her team using only drawings.
7. Students cannot use words, symbols or hand gestures.
8. Limit the time to three minutes maximum.
9. Each correct word is a point and the first team to get 10 points is the winning team.
10. Here are some examples of the sentences to be drawn:
 - a. beginner

cat	Sun	Cup	Ghost
Flower	Pie	Cow	Banana
Snowflake	Bug	Book	Jar
Snake	Light	Tree	Lips
Apple	Slide	Socks	Smile
Swing	Coat	Shoe	Water
Heart	Hat	Ocean	Kite
Dog	Mouth	Milk	Duck
Eyes	Skateboard	Bird	Boy
Apple	Person	Girl	Mouse
Ball	House	Star	Nose
Bed	Whole	Jacket	Shirt
Hippo	Beach	Egg	Face
Cookie	Cheese	Ice cream cone	Drum
Circle	Spoon	Worm	Spider web

b. intermediate

Horse	Door	Song	Trip
Backbone	Bomb	Round	Treasure
Garbage	Park	Pirate	Ski
State	Whistle	Palace	Baseball
Coal	Queen	Dominoes	Photograph
Computer	Hockey	Aircraft	Hot dog
Salt and pepper	Gingerbread man	Lightsaber	Key
iPad	Whisk	Frog	Lawnmower
Mattress	Pinwheel	Cake	Circus
Battery	Mailman	Cowboy	Password
Bicycle	Skate	Electricity	Thief
Teapot	Deep	Spring	Nature
Shallow	Toast	Outside	America
Rollerblade	Bowtie	Half	Spare
Wax	Light bulb	Platypus	Music

c. advance

Smog	Jungle	Important	Mime
Peasant	Baggage	Hail	Clog
Pizza sauce	Password	Teaching	Scream
Newsletter	Booked	Pro	Dripping
Pharmacist	Lie	Catalog	Ringleader
Husband	Laser	Diagonal	Comfy
Myth	Biscuit	Oxygen	Hydrogen
Macaroni	Rubber	Darkness	Yolk
Exercise	Vegetarian	Shrew	Chestnut
Ditch	Wobble	Glitter	Neighborhood
Dizzy	Fireside	Retail	Drawback
Logo	Fabric	Mirror	Barber
Jazz	Migrate	Drought	Commercial
Dashboard	Bargain	Professor	Landscape
Ski giggles	Vitamins	Gold	Puppeteer

d. Animal or part of an animal

Cat	whisker	Fur
	Paw	Tail
	Claw	Muzzle (moncong)
	Lip	Eyelid
	Pupil	Nose leather
Elephant	Tusk	Trunk
	Leg	Ear
Fish	Scale (sisik)	Gills (insang)
	Fin (sirip)	Nostril
Cock/roaster	Beak	Cockscomb (Jengger)
	Spur (taji)	Feather
Chick		
Hen	Wing	Paw
Bird	Wing	Contour feather (bulu luar)
	Toe	Hind toe (jari belakang)
	Claw	Scale
	Web (selaput)	Tarsus (pangkal kaki)
	Nostril (lubang hidung)	Beak

26. Charades



Charades game is one of the games used in teaching vocabulary (Bafadal, Humaira, & Nurmasitah, 2018). This game is also interesting and similar to *Pictionary*, but it uses actions to communicate the secret word in place of photos. It allows students some time to think. The charades game is fun to encourage students to be creative and express themselves in physical activity. Students can get a healthy dose of moderate physical activity. It also allows team-oriented, stimulates motivation, and reduce anxiety (Dodigovic,2018).

As with any game, this game also encourages peer learning, as students can do it in small groups to medium groups. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate, or even advance level and a mix of ages. However, the teacher needs to include some visual clues to make it a little easier for your students. It is also up to the teacher to assess the students' needs and abilities under their supervision. In short, the teacher can modify this game

as needed to meet the demand for space, age ranges, and group size.

Language Focus	: Vocabulary
Level	: Beginner - intermediate - Advance
Time	: 15 minutes
Materials	: list of vocabulary
Aims	: Students need to focus on the words

Procedure:

1. Write down words on slips of paper for students to choose.
2. Words are likely to be the easiest, but you can also use more complicated words, provided you are sure most of the students know them.
3. Divide the class into two teams and have one person from each group choose a piece of paper and act out the word. Students must not speak or make any sounds - only movements are allowed.
4. The teams must guess the correct word before three minutes run out.
5. For each right word, that team receives a point.
6. The team that hits ten points first is the winning team.
7. Here are some examples of the words.
 - a. Action; Please do these actions without saying the words. You may not say a word but may use some gestures.

Shopping at the mall	Dancing a ballet
Going bowling	Building a campfire
Filming a movie	Finger painting
Ironing a shirt	Having a food fight
Riding a motorcycle	Playing hopscotch
Watering a garden	Feeding the ducks
Milking a cow	Rock climbing
Flying a kite	Chasing a tornado
Playing square	Playing chess
Sewing on a button	Making a pizza
Washing an elephant	Playing soccer/football

Scuba diving	Sewing a dress
Riding a carousel	Visiting a zoo
Baking bread	Paddling in a canoe
Flipping pancakes	Hailing taxi
Mowing a lawn	Building a sandcastle
Setting up a tent	Delivering mail
Sorting laundry	Landing an airplane
Raking leaves	Playing baseball
Speed riding	Speed driving

b. Animal or part of an animal

Cat	whisker	Fur
	Paw	Tail
	Claw	Muzzle (moncong)
	Lip	Eyelid
	Pupil	Nose leather
Elephant	Tusk	Trunk
	Leg	Ear
Bird	Wing	Contour feather (bulu luar)
	Toe	Hind toe (jari belakang)
	Claw	Scale
	Web (selaput)	Tarsus (pangkal kaki)
	Nostril (lubang hidung)	Beak
	Thigh (paha)	Belly (perut)
Cock/roaster	Beak	Cockscomb (Jengger)
	Spur (taji)	Feather
Chick		
Hen	Wing	Paw
Fish	Scale (sisik)	Gills (insang)
	Fin (sirip)	Nostril

c. Movie

Coco	Frozen	Toy Story
Spiderman	Monsters Inc.	Batman
Finding Nemo	Harry Potter	Cinderella

d. Charades words: Easy

dance	skip	Jumping jack
shark	chicken	alligator
chair	robot	head
smile	baseball	bird
happy	scissors	cheek
back	jump	drink
Ice cream cone	car	airplane
clap	circle	pillow
pinch	kick	dog
basketball	sleep	camera
kangaroo	arm	eat
prayer	elephant	blink
doll	spider	point
balloon	book	glasses
stop	sneeze	mouth
draw	football	telephone
pig	wave	door
tail	turtle	baby
ear	monkey	hopscotch
mosquito	toothbrush	ring

e. Charades words: Medium

Ping pong	Snowball	roof
fly	fang	Bicycle
bear	cape	puppet
piano	lipstick	puppet
Hula hoop	penguin	Banana peel
whisper	popsicle	Frankenstein
earthquake	Yo-yo	road
rain	Alarm clock	Dog leash
chop	pajamas	Slam dunk
fiddle	seashell	jog
seesaw	nap	cheerleader
blind	beg	Shopping cart
Michael Jackson	limbo	newspaper
twist	rhinoceros	cow

tickle	fetch	violin
cage	cello	braid
skateboard	stairs	trumpet
mop	shovel	money
soap	saddle	wink
tree	Spider-Man	think

27. Adding Words



One student begins a sentence by saying only one word. A second student must say a word that continues the sentence. A third must continue, and so on until someone says a word that does not fit syntactically or grammatically. If the sentence comes to a logical end without error, the next student may say "period" and begin a new sentence with a new word. The teacher may suggest a topic to get things started. What the students say may also be recorded and played back, so the class can discuss the error that stopped the sentence. This game can be played at any level, though better for more advanced students, because it is more fun at a quick pace. Students can practice grammar. There is not any material needed for this game. This game is very popular. It provides mental stimulation, social interaction, and promotion of self-worth. Thornbury (2002) in Dodigovic (2018) suggested that the best vocabulary games would be consistent with certain vocabulary learning principles.

Language Focus	: Writing, Grammar
Level	: Beginner - intermediate - Advance
Time	: 15 minutes
Materials	: list of the sentences, LCD, Laptop
Aims	: Students need to focus on the words

Procedure

1. The teacher writes a simple sentence on the whiteboard.
For example, It is Friday.
2. One-by-one, the students must then suggest one or two words which can be added to the sentence.
3. The new words are written in, and the student who suggested the word(s) reads the new sentence aloud.
4. The class then decides if this sentence is grammatically correct.
5. Alternatively, the teacher can indicate a place in the sentence where the new word(s) should be added, and invites suggestions from the class as a whole.
6. Example sequence of sentences

It is Friday.
It is now Friday.
It is now Friday night.
I know it is now Friday night.
I know it is now longer Friday night.
I know it is now no longer Friday night.
I know it is now no longer fun Friday night, dear.
I know it is now no longer fun Friday night, my dear.
I know it is now no longer a fun Friday night, my dear.
I know it is now no longer a fun Friday night, my dear Anna.
Yes, I know it is now no longer a fun Friday night, my dear Anna.
Yes, of course, I know it is now no longer fun Friday night, my dear Anna.

7. Ask the students to try with other sentences.
8. Ask them to make it by themselves. The teacher monitors the process and suggests some ideas or corrections if necessary.

28. Tongue Twister



This is also interesting and allows students to practice more on their pronunciation and encourage individual learning, peer learning, or classically. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate, or even advance level. To make it a little easier for your students, the teacher needs to start with simple sentences.

The tongue twister, which promotes native-like pronunciation, provides exposure to certain sounds, and drives students' motivation for good pronunciation. A teacher can use tongue twister in working with difficult sounds. The tongue twister is a promising technique to teach pronunciation. The tongue twisters can be used to supplement beginning level students' pronunciation and tone practice. In the university context, tongue twisters can be implemented in the pronunciation class, and the result was tongue twisters were useful to improve motivation, class condition, and pronunciation ability.

The definition of tongue twister itself is a text that features one or a combination of extremely difficult sounds for the mouth and, of course, tongue to control. Despite the difficulty, especially for foreign learners, tongue twister helps guide students to native-like pronunciation and help students learn many minimal pairs, for example, in distinguishing phonemes /f/ and /s / and producing distinct and accurate [l]

and [r] sounds. Unfortunately, the tongue twister technique is less popular than repetition at higher secondary level pronunciation teaching. Considering the potential impacts of tongue twister on students' pronunciation ability, this study aimed to investigate the tongue twister effect compared to the repetition technique.

Teachers' most common orientation nowadays to teach pronunciation is communicative and task-based language teaching since the word, sentence stress, rhythm, and intonation become a priority (Murphy in Nunan, 2003; Harmer, 2007; Brown & Lee, 2015). Further, this priority is immersed into a wide variety of existed techniques used in pronunciation teaching, including listen and repeat/drills, minimal pair practice, role play, teacher correction, phonemic script, recording learners, using mirrors and diagrams of the mouth, listening tasks, and encouraging learners to think of their pronunciation goals. However, besides these orientations and techniques, some other things can even hinder and support students' mastery of pronunciation.

Brown and Lee (2015) listed six factors that affect pronunciation. The native language is the first and most influential factor. The other five factors are age, exposure, innate phonetic ability, identity, agency, motivation, and concern for good pronunciation. Acquiring good pronunciation is the teacher's and students' goal. Therefore, the teacher spends time considering appropriate ways of teaching pronunciation and developing students' skills.

Velázquez and Ángel (2013) and Szyszka (2016) revealed that most teachers use repetition technique to facilitate the acquisition of English pronunciation and help students become more familiarized with the pronunciation more easily and quickly. In its most basic form, the repetition technique asks students to repeat individual words or utterances. As the teacher gives a language model, the students repeat it either in unison or individually or both. The other researcher, Khakim (2015), also found that applying repetition could improve students' pronunciation ability.

Jones in Richards and Renandya (2002) mentioned that although repetition is a means to help articulation, it can be more meaningful, communicative, and memorable by including visual representations and training in the awareness of kinesthetic sensation. However, apart from these findings, repetition is a pronunciation technique that does not fully address some native language interference challenges.

Language Focus	: Pronunciation and vocabulary
Level	: Beginner - intermediate - Advance
Time	: 15 minutes
Materials	: list of the tongue twister sentences
Aims	: Students need to focus and practice to pronounce well.

Procedure

1. The teacher writes tongue twister on the whiteboard.
2. Read it with the students starting slowly and then faster.
3. Make sure the student's pronunciation is acceptable.
4. Ask individual volunteers to try to say as quickly as they can three times.
5. See how fast they can say these without a mistake.
6. Following are the examples of tongue twisters (a phrase which is made to be very difficult to pronounce fast), say each of the following repeatedly as quickly as you can:

- Six sick sheep.
- Six crisp snacks.
- Ed ate eight eggs.
- Good blood, bad blood.
- A proper copper coffee pot.
- Rubber baby buggy bumpers.
- A lump of red lead, a red lump.
- Big Ben blew big blue bubbles.
- They drive their car over there.
- Can you can a can into the can?
- A sailor sails the sea, selling sailfish.
- Clean clams crammed in clean cans.

- Sharon sells seashells on the seashore.
- The sixth sick sheik's sixth sheep is sick.
- Three grey geese in a green field grazing.
- Top chopsticks shops stock top chopsticks.
- The quiet king quit asking quick questions.
- I begged for my big black plastic bag pack.
- She still steals steel from the steel factories.
- Peter piper picked a pack of pickled peppers.
- Bob's big black bag is in Ben's big cupboard.
- A cup of proper coffee in a copper coffee cup.
- Chocolate chip cookies in a copper coffee cup.
- Seven sad sheep sat silently under six small statues.
- Sally's sister Sarah sat sadly saying she was too sad.
- Lesser leather never weathered more secondary wetter weather.
- I write my letters at the right time and in the right place.
- I failed to fill in the form because I felt it was not fair.
- Three thousand Turkeys try to teach themselves to talk.
- Bob bought a big blue book because Bob's book was bad.
- Round and round the rugged rocks the ragged rascal ran.
- Susan sells some shoes in a small shoe shop by the seashore.
- There is a bathroom in his bedroom and it's in bad condition.

- Cows graze in droves on grass that grows on grooves in groves.
- How much dew would a dew drop, if a dew drop did drop dew?
- Five flying Philipinos flew from France to Frankfurt

for four Festivals.

- If she assists my sister's assistant, will my sister's assistant assist her?
- A big bug bit a bold bald bear and the bold bald bear bled blood badly.
- How much wood would a woodchuck chuck, if a woodchuck would chuck wood?
- An expert said: -I expect not to accept all the aspects except the good ones.
- Can you imagine an imaginary menagerie manager managing an imaginary menagerie.
- Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

Variation:

At the beginning of the class you say a very difficult tongue twister, and ask a volunteer student to repeat after you. If he/she can repeat correctly, give him/her a reward.

29. Scrabble



There is no English learning game list that can be completed without the classic Scrabble game which can be interesting and challenging. Scrabble is a multiplayer word anagram game, which up-to-four players competitively score points by placing tiles on a 15 by 15 board (Kananat, 2018).It allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple sentences.

Kananat states that scrabble is one of the possible gamified directions if learning English vocabulary is considered as the main action. Scrabble owns dual properties of board game and scoring game. It is also entertaining and educative. Game refinement theory indicates that Scrabble is an enjoyable game. Sufficient vocabulary knowledge is

required to enjoy the game. Although it is made comfortable for native speakers, the excessive branching factor may frustrate non-native speakers, which results in unbalanced player distribution between them.

Language Focus	: Vocabulary
Level	: Beginner - intermediate - Advance
Time	: 35 minutes
Materials	: scrabble board and the letters
Aims	: Students need to improve their vocabulary.

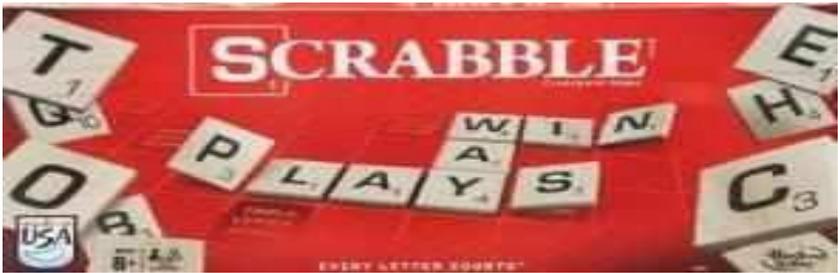
Procedure:

1. The teacher needs to explain the rules and the way to play the game.
2. Ask the students to arrange letters into words on a playing board.
3. The points are earned based on the letters, and there will be extra point given if the letters are on the special tiles of the board.
4. This is a competition game, therefore the goal of the game is to beat your opponent(s) by writing the best words and putting them in the best place on the board.
5. The students might be thinking that they need to know a lot of words before they can play the game, however, the teacher may say that dictionaries is allowed especially for checking and beginner level.
6. When the students start to get a great sense of how English words look and feel once, they might played it a few times, and you start to see the letters in a different way.

Example:

You might see the letters L, E, E and R, and wonder if *Leer* is a word. Look it up in the dictionary and you will learn that it *is* a word, and that it means -to stare at someone in an unpleasant way. ll

7.



Example : PLAYS = 3 + 1 + 1 + 4 + 1 = 9 Scores
WAYS = 4 + 1 + 4 = 9 Scores
WIN = 4 + 1 + 1 = 6 Scores

8. Scrabble Rules - Scrabble Official Rules

Scrabble can be played anywhere from two to four players, is an enjoyable game. The object when playing is to score more points than other players. As words are placed on the game board, points are collected and each letter that is used in the game will have a different point value. The main strategy is to play words that have the highest possible score based on the combination of letters.

- The Scrabble Board

A standard Scrabble board will consist of cells that are located in a large square grid. The board offers 15 cells high and 15 cells wide. The tiles used on the game will fit in each cell on the board.

Scrabble Tiles : 100 tiles; (98 will contain letters and point values, 2 blank tiles that can be used as wild tiles to take the place of any letter.)

When a blank is played, it will remain in the game as the letter it substituted for.

Different letters in the game will have various point values and this will depend on how rare the letter is and how difficult it may be to lay that letter. Blank tiles will have no point values.

- Tile Values

Below are the point values for each letter that is used in a Scrabble game.

POINTS	TILES
0 Point	Blank tile
1 Point	A, E, I, L, N, O, R, S, T and U
2 Points	D and G
3 Points	B, C, M and P
4 Points	F, H, V, W and Y
5 Points	K
8 Points	J and X
10 Points	Q and Z

- Extra Point Values

When looking at the board, players will see that some squares offer multipliers. Should a tile be placed on these squares, the value of the tile will be multiplied by 2x or 3x.

Some squares will also multiply the total value of the word and not just the single point value of one tile.

Extra Values	Point	
	Double Letter Scores	The light blue cells in the board are isolated and when these are used, they will double the value of the tile placed on that square.
	Triple Letter Score	The dark blue cell in the board will be worth triple the amount, so any tile placed here will earn more points.
	Double Word Score	When a cell is light red in colour, it is a double word cell and these run diagonally on the board, towards the four corners. When a word is placed on these squares, the entire value of the word will be doubled.
	Triple Word Score	The dark red square is where the high points can be earned as this will triple the

		word score. Placing any word on these squares will boost points drastically. These are found on all four sides of the board and are equidistant from the corners.
	One Single Use	When using the extra point squares on the board, they can only be used one time. If a player places a word here, it cannot be used as a multiplier by placing another word on the same square.

- Starting the Game

Without looking at any of the tiles in the bag, players will take one tile. The player that has the letter that is closest to -All will begin the game. A blank tile will win the start of the game. The tiles are then replaced to the bag and used in the remainder of the game.

Every player will start their turn by drawing seven tiles from the Scrabble bag. There are three options during any turn. The player can place a word, they can exchange tiles for new tiles or they can choose to pass. In most cases, players will try to place a word as the other two options will result in no score.

When a player chooses to exchange tiles, they can choose to exchange one or all of the tiles they currently hold. After tiles are exchanged, the turn is over and players will have to wait until their next turn to place a word on the board.

Players can choose to pass at any time. They will forfeit that turn and hope to be able to play the next time. If any player passes two times in a row, the game will end and the one with the highest score will win.

- The First Word Score

When the game begins, the first player will place their word on the star spin in the centre of the board. The star is a double square and will offer a double word

score. All players following will build their words off of this word, extending the game to other squares on the board.

Play continues in a clockwise direction around the Scrabble board.

- **Replacing Scrabble Tiles**
Once tiles are played on the board, players will draw new tiles to replace those. Players will always have seven tiles during the game. Drawing tiles is always done without looking into the bag so that the letters are always unknown.
- **The Fifty Point Bonus**
Exciting rewards can come when players use all seven tiles to create a word on the board. When this happens, players will receive a 50 point bonus, in addition to the value of the word. If the game is near the end and players are not holding seven tiles, they do not get the bonus for using all of their tiles. This is only collected for seven letter words placed.
- **The End of a Scrabble Game**
Once all tiles are gone from the bag and a single player has placed all of their tiles, the game will end and the player with the highest score wins.
- **Tallying Scrabble Scores**
When the game ends, each player will count all points that are remaining on their tiles that have not been played. This amount will be deducted from the final score.
An added bonus is awarded to the player that ended the game and has no remaining tiles. The tile values of all remaining players will be added to the player's score who is out of tiles to produce the final score for the game.

The Scrabble player with the highest score after all final scores are tallied wins.

SCRABBLE SCORECARD							
PLAYER :				PLAYER :			
1	2	3	4	1	2	3	4
TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE

- Accepted Scrabble Words
 Any word that is found in a standard English dictionary can be used in the game of Scrabble. There are also Official Scrabble Dictionaries that can be purchased for more word options.
 Some words are not allowed to be played, and these include suffixes, prefixes, and abbreviations. Any word that requires the use of a hyphen or apostrophe cannot be played in the game. Any word that required the use of a capital letter is not allowed.
 When playing an English version of the game, foreign words cannot be placed on the board. However, if the foreign word does appear in a standard English dictionary, it is allowed. This is because the word is spoken enough and is considered part of the English language.

Source: <http://www.scrabblepages.com/scrabble/rules/>

30. Describing Appearances & Characteristics of People

There are many ways to describe a person. One common way to describe somebody is based on appearance. Among other things, students can describe their build, their height, their hairstyle, their health, and their complexion. Another way is by describing the characteristics of the people. In our life, we describe people in some situations. For example, we might tell our friends what the headmaster is like. Even outside of [everyday conversations](#), it's very useful to know how to describe people. Descriptions are used a lot in books, in articles and in other kinds of communication in English. [Reading](#) or [hearing](#) a description of someone can give you a better idea of what they look like or act like.

Teaching students how to describe appearance and characteristics will help them be correct in using appropriate words. Teacher can engage this activity in both writing and speaking, but in this game, the focus is given to speaking and vocabulary.

Language Focus	: Vocabulary, Speaking
Level	: Beginner - intermediate - Advance
Time	: 25 minutes
Materials	: descriptions pictures and words
Aims	: Students need to improve their vocabulary and improve their speaking practices

Procedure:

1. The teacher can use the cards or famous people pictures to create a classroom activity that will thrill the students.
2. Every student in the class is then given one sheet of paper.
3. One student sits at the front of a room. He/she describes a person and the rest of the class draws the person being described.
4. Tell the students that it will be more interesting if the person being described is known by everyone.

5. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing.
6. The laughter from this is hilarious as the impressions tend to make the character in question look funny.
7. It is a good idea to encourage students to ask the interviewee student questions about who they are describing.
8. Reminds the students about some vocabularies for describing people, object, or place.
9. See the examples of the pictures words above.
10. Here is some list of adjectives in describing people's look and appearance.

			
She's got straight hair and she's thin-faced (or she's got a thin face).	She's got long, wavy hair and she's round-faced (or she's got a round face).	She's got curly hair and is dark-skinned (or she's got dark skin).	He's got a crew-cut.
			
He's bald /bɒld/ and has freckles.	He's got a beard and moustache /məʊ'stɑ:ʃ/ and has a chubby face.	He's got receding hair and a few wrinkles /'rɪŋkəlz/.	He used to have black hair but now it's gone grey, almost white.
Age			Looks
			
young	middle-aged	elderly	
			
			handsome good-looking pretty

Height and build



a rather plump or stout man



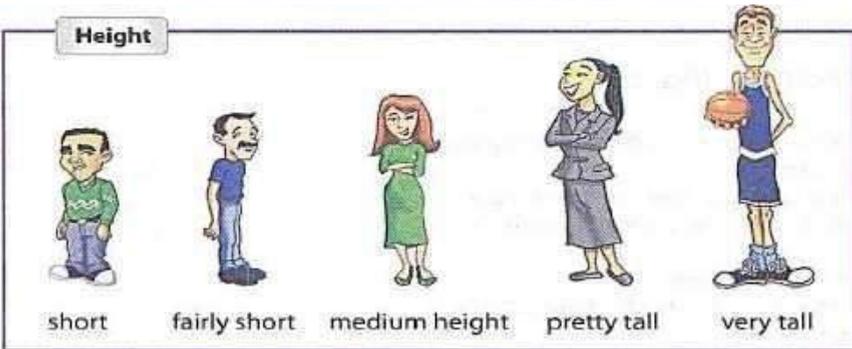
a slim woman
[positive]

a skinny person
[rather negative]



an obese couple /əu'bi:z/
[negative, very fat]

Fat may sound impolite. Instead we often say a bit overweight. If someone is broad and solid, we can say they are stocky. A person with good muscles can be well-built or muscular. If someone is terribly thin and refuses to eat, they may be anorexic /əno'reksɪk/.



Eyes	Hair	Skin	Nose	Lips
blue	black hair	fair	pointed	thick
grey	blonde hair	dark	nose	thin
green	brown hair	light brown	pug nose	
brown	grey hair	lightly		
dark	long hair	tanned skin		
big	short hair			
slanted	medium length hair			
	wavy/curly/straight hair			



Adjectives to describe character and personality



Word	Meaning and example
Attractive	A person who is good looking. (male/female) Example: Anna is a very attractive woman.
Bald	A person who has no hair. Some bald people shave their heads. Example: The male actor Bruce Willis is bald . He has a shaved head.
Beautiful	A person who is extremely good looking (mainly

	used to describe women). Example: That Indonesian singer is very beautiful .
Blonde	A person who has yellow hair. Example: I have a friend who has blonde hair.
Chubby	A polite way of describing someone who is a bit overweight. Example: Russell Crowe is looking a bit chubby lately, isn't he?
Curvy	A woman with a large bust, broad hips and a small waist. Example: She is a curvy woman but very kind.
Fat	A very negative way to describe someone who is overweight (very rude and a bit insulting). Example: She has a fat classmate.
Fit	(1) Someone who gets a lot of exercise and is very healthy. (2) A very attractive person. Example: (1) David Beckham is physically fit . (2) David Beckham is fit .
Flabby	Used to describe someone who does not get much exercise, with poor muscle tone. Example: I was looking a bit flabby , so I've joined a gym.
Gorgeous	Very attractive (used to describe men and women) Example: I think Keanu Reeve is gorgeous

Word	Meaning and example
Handsome	A man who is extremely good looking. Example: Brad Pitt is a handsome actor.
Large	Someone who is overweight (neutral) Example: Fashionable clothes for large women can be hard to find.

Muscular	Someone who is very toned and has well defined muscles. Example: Madonna is quite muscular for a woman. Her arms are very toned.
Obese	Used to describe someone who is very fat (impolite). Example: Being obese is bad for your health.
Ordinary	Somebody who is very plain, or average looking; not especially beautiful. Example: She looks very ordinary without make-up.
Plain	Somebody who is very ordinary-looking. Example: some models look very plain when they take off their make-up.
Plump	A tactful way of describing someone who is overweight (mainly British English). Example: The plump British actress Dawn French is a brunette.
Presentable	Another way of saying someone looks smart. Example: If you want to get a head in your job. You need to look presentable .
Redhead	A person with orange hair. Example: Nicole Kidman is a redhead .
Scruffy	Used to describe someone whose appearance is very untidy. Example: He is very scruffy even though for his interview.
Shapely	A curvy woman with a small waist. Example: Kylie Minogue is very shapely .
Short	Used to describe someone who isn't very tall. Example: American actor Tom Cruise is fairly short .

Word	Meaning and example
Skinny	Used to describe someone who is very thin

	(impolite). Example: Many fashion models are way too skinny .
Slender	Used to describe a thin person who looks healthy. Example: actress Julia Roberts is very slender .
Smart	Used to describe someone who takes a lot of care over their appearance. Example: It is important to look smart if you want to make a good impression.
Stocky	Someone who is broad and not very tall. Mainly used to describe men. Example: Simon Cowell is quite short, with dark hair and a stocky build.
Tall	Used to describe someone who is above average height. Example: Sport personality Michael Jordan is very tall .
Thin	Used to describe someone who weighs less than the average person (impolite). Example: Victoria Beckham is very thin .
Unkempt	Used to describe someone who looks scruffy and does not care of their appearance. Example: Amy Winehouse sometimes looked unkempt in photographs.
Well-built	Someone whose body shape or size is bigger than the average person. Example: Arnold Schwarzenegger is well-built .

Important note:

- Be careful using negative adjectives when commenting on a person's appearance, as some people may be very offended by them.
- In most situations it is safer to use neutral or positive adjective (for example slender instead of thin, large instead of fat).

Source:

<https://www.esolcourses.com/content/exercises/grammar/adjectives/appearance/vocab1.html>

32. Where Shall I Go?



This is an interesting and challenging game and can be used to test prepositions of movement and should be played after this subject has been taught in the classroom. It also allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. This game is so much fun but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep *your* eyes open!

Language Focus	: Preposition, Listening, Speaking, grammar
Level	: Beginner - intermediate - Advance
Time	: 20 minutes
Materials	: none
Aims	: Students need to improve their vocabulary.

Procedure:

1. Before the students arrive, turn your classroom into a maze by rearranging it. It is nice if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
2. The teacher needs to explain the rules and the way to play the game.
3. When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
4. Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner.
5. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.
6. Preposition that your students need to use:

In general, Preposition is words which connect nouns, pronouns and phrases to other words in a sentence.

A preposition is used before a [noun](#), [pronoun](#), or gerund to show **place**(*prepositions of place*), **time** (*prepositions of time*), **direction** (*prepositions of movement*),... in a sentence.

Preposition examples: *After, along, above, except, from, near, of, before, since, between, upon, with, to, after, toward, in, on, at, about, according to,...*

Preposition examples:

<i>In the morning</i>	<i>On Thursday</i>
<i>In (the) summer</i>	<i>On the first day</i>
<i>In a moment</i>	<i>On time</i>
<i>In Manhattan</i>	<i>On a wall</i>
<i>In a building</i>	
<i>At 12 o'clock</i>	<i>Into her eyes</i>
<i>At present</i>	
<i>At the corner</i>	
<i>Below the surface</i>	<i>Across the road</i>
<i>In front of the city hall</i>	<i>Along the beach</i>

<i>During</i> the conference	<i>Down</i> the hill
<i>Before</i> dawn	
<i>Within</i> seven days	

Types of Prepositions

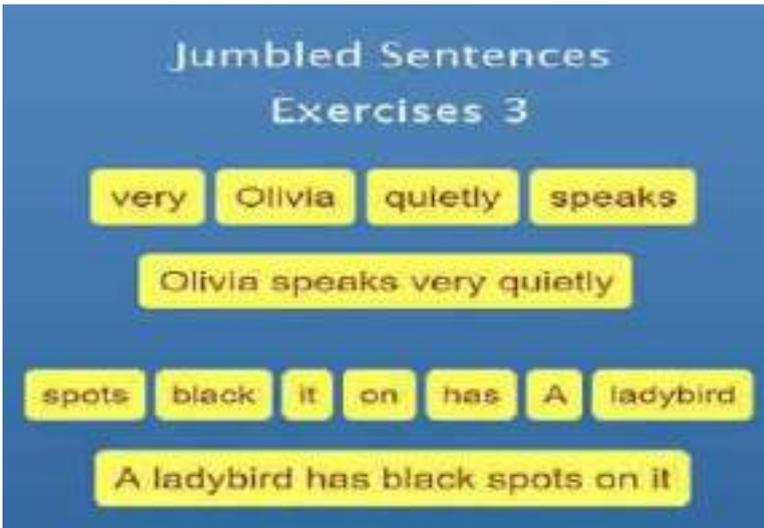
There are five types of prepositions in English [grammar](#).

1. Prepositions of time (*ago, before, since...*)
2. Prepositions of place (*under, behind, between...*)
3. Prepositions of movement/ Direction (*up, down, over...*)
4. Prepositions for agent, instruments, devices, machines...(*by, with, on...*)
5. Prepositional phrases (*in time, on time, in love...*)

About	Above	Abroad
According to	Across	After
Against	Ago	Ahead of
Along	Amidst	Among
Amongst	Apart	Around
As	As far as	As well as
Aside	At	Away
Because of	Before	Behind
Below	Beneath	Beside
Besides	Between	Beyond
But	By	By means of
Close to	Despite	Down
Due to	During	Except
For	From	Hence
In	In accordance with	In addition to
In case of	In front of	In lieu of
In place of	In spite of	In to
Inside	Instead of	Into
Like	Near	Next
Next to	Notwithstanding	Of
Off	On	On account of
On behalf of	On to	On top of

Onto	Opposite	Out
Out from	Out of	Outside
Over	Owing to	Past
Per	Prior to	Round
Since	Than	Through
Throughout	Till	Times
To	Toward	Towards
Under	Underneath	Unlike
Until	Unto	Up
Upon	Via	With
With a view to	Within	Without
Worth	etc	

32. Word Jumble Race



This is an interesting and a great game to encourage team work and bring a sense of competition to the classroom. This is also a challenging game because no matter how old we are, we all love a good competition, and this game works wonders with all age groups. It also allows students practice more on their writing, grammar, word order, and spelling and encourages individual learning, peers learning or do it classically. This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is also perfect for practicing tenses, word order, reading & writing skills and grammar. This game is adaptable to all levels.

Language Focus	: Writing skill, grammar, word order, spelling
Level	: Beginner - intermediate - Advance
Time	: 20 minutes
Materials (if possible)	: some sets of sentences, pocket chart
Aims	: Students need to improve their language skills.

Procedure:

1. The teacher needs to prepare some planning before the lesson. It is perfect for practicing tenses, word order, reading & writing skills, and grammar.
2. The teacher writes out several sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
3. Cut up the sentences; therefore, the teacher will have a handful of words.
4. Put each sentence into hats, cups, or any objects you can find, keeping each separate.
6. Split the students into groups of 2, 3, or 4. You can have as many groups as you want but remember to have enough sentences to go around.
7. Each group must now put their sentences in the correct order. Then they write the correct sentences on board.
8. The winning team is the first team to have all sentences correctly ordered.
9. Below are some examples of the sentences.
 - a. Rearrange the sentences below and then rewrite into a good paragraph.

1.	has / an / She / aquarium / .
2.	four / in / the/ There / fish / are / aquarium / .
3.	are / They / small / are / fish / .
4.	. / They / colours / different / are
5.	One / . / is / red / fish
6.	Another / blue / . / is / fish
7.	yellow / is / fish / Another / .
8.	is / pink / another / . / fish
9.	She / fish / looks / at / . / the
10.	open / . / are / mouths / Their
11.	. / She / they / are / thinks / hungry
12.	She / them / . / feeds

1.	has / an / She / aquarium / .
Answer: She has an aquarium.	
2.	four / in / the/ There / fish / are / aquarium / .
Answer: There are four fish in the aquarium.	
3.	are / They / small / are / fish / .
Answer : They are all small fish.	
4.	. / They / colours / different / are
Answer : They are in different colors.	
5.	One / . / is / red / fish
Answer : One fish is red.	
6.	Another / blue / . / is / fish
Answer: Another fish is blue.	
7.	yellow / is / fish / Another / .
Answer: Another fish is yellow.	
8.	is / pink / another / . / fish
Answer: Another fish is pink.	
9.	She / fish / looks / at / . / the
Answer: She looks at the fish.	
10.	open / . / are / mouths / Their
Answer: Their mouths are open.	
11.	. / She / they / are / thinks / hungry
Answer: She thinks they are hungry.	
12.	She / them / . / feeds
Answer: She feeds them.	

<p>Rewrite the sentences into a good paragraph.</p>	
<p>She has an aquarium. There are four fish in the aquarium. They are all small fish. They are in different colors. One fish is red. Another fish is blue. Another fish is yellow. Another fish is</p>	

pink. She looks at the fish. Their mouths are open. She thinks they are hungry. She feeds them.

1.	very	Olivia	quietly	speaks	.
----	------	--------	---------	--------	---

2.	spot	ladybird	it	on	a	has	black	.
----	------	----------	----	----	---	-----	-------	---

3.	goes	She	sleep	.	to
----	------	-----	-------	---	----

4.	She	her	puts	pillow	.	on	the	head
----	-----	-----	------	--------	---	----	-----	------

5.	have	studying	been	English	I	.
----	------	----------	------	---------	---	---

6.	I	.	been	studying	English	had
----	---	---	------	----------	---------	-----

7.	I	will	been	studying	English	have	.
----	---	------	------	----------	---------	------	---

8.	positive	Staying	you	mean	all
.	doesn't	the time	have	happy	to be

9.	Education	is what	one	learned
he	forgotten	remains	has	school
.	everything	after	in	

10.	Don't	anyone	even	leaves	too
	this	depend	your own	much	you
	world	because	shadow	when you	are
	on	in	darkness	the	.

Answer keys:

1. Olivia speaks very quietly.
2. A ladybird has a spot on it.
3. She goes to sleep.
4. She puts her head on the pillow.

5. I had been studying English.
6. I have been studying English.
7. I will have been studying English.
8. Staying positive doesn't mean you have to be happy all the time.
9. Education is what remains after one has forgotten everything he learned in school.
10. Don't depend too much on anyone in this world because even your own shadow leaves you when you are in the darkness.

.

33. Mayor (Don't Vote for Me)



There is also an interesting way to learn English by doing this game. This game lets advanced English students who are shy do something they may be more comfortable with: self-deprecate. It also allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. To make it a little easier on your students, the teacher needs to start by giving example starting from him or her. This game is fun to play in conjunction with advanced vocabulary on words beyond the basic -good|| and -bad.||

Language Focus	: Speaking
Level	: Advance
Time	: 25 minutes
Materials	: descriptions or lists
Aims	: Students need to improve their speaking practices

Procedure:

1. The teacher explains the rules of the game. Explain that you are going to have mock election for mayor in your classroom. But, explain that it's a job nobody wants. Each student must convince the class that they should NOT be mayor and why.

2. The teacher needs to go first just to show the possibilities.

Example:

-I do not want to be a mayor. Do not vote for me.

I do not like to be around noisy children and ordinary people.

Who cares about education?||

And, on and on.

3. The winner is the one who comes up with the best reason not to be mayor.

Which candidate would make the most horrible mayor?

You may want to hold a vote to select your -not mayor.||

4. The students need both higher English ability and an appreciation of irony.

5. If the class has both the abilities, this game may get shy students to take risks and even be a bit silly.

Rather than have everyone go to the front of the classroom to speak, the intensity for shy students may be lowered by having everyone stand up at their desk instead.

34. What's My Problem?



There is also an interesting way to learn English by doing this game. This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing.

This game works well with any age group and it also allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. It can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple description of one of the students in the class.

Language Focus	: Speaking, Listening, Giving Advice
Level	: Beginner - intermediate - Advance
Time	: 25 minutes
Materials	: descriptions pictures and words
Aims	: Students need to improve their vocabulary and improve their speaking practices by giving advice to their friends' problem

Procedure:

1. The teacher needs to write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.

2. The students must mingle and ask for advice from other students to solve their problem.
3. Students should be able to guess their problem based on the advice they get from their peers.
4. Use more complicated or obscure problems to make the game more interesting for older students.
5. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.
6. The teacher may give some cards that have a problem and ask the students to read and respond to it.
7. The teacher may also asks the students to write on a piece of paper their problem, and ask them to collect it. Then the teacher distributes those _problem paper' to different students randomly. Please make sure that the owner of the _problem paper' does not have his or her own paper.
8. Here is the example of the problem and solution.

	<p>Your friend wrote to you asking for advice on</p> <ol style="list-style-type: none"> a. how to manage his/her time efficiently while preparing for exams b. how to cope with both study and doing household chores at home c. what to do to relieve the anxiety before exams
<p>Hi. How are you? I'm like you very busy preparing for my examinations at school. I'm sorry to hear that you're feeling anxious and unhappy. But I am grateful that you have shared your problems and fears with me. I guess I can give you some advice. To begin with, you told me you didn't have enough time to prepare for so many tests. ...</p>	

If I were in your shoes I would try to talk to your teachers who I am sure will understand you very well and may really help you . Also, I reckon you should make up a schedule to spend your time more efficiently. I am pretty sure it will work. ...So don't worry! You'll be fine.

Then, you told me you needed to help your mother do all the house chores because she was very tired after work and you also had to take some tutorial classes after-school every week. I know it is tiresome. Why don't you ask your mother to find a housemate to help her? This way, you would devote more time to study. And another thing, why not reduce your time for tutorial classes and study hard at home on your own. I am sure you can do it.

And then, I know you are worried about your examinations and you are very tired. No matter how hard you have to work I would advise you to relax sometime. For example, you can listen to quiet music or do some exercise, walk or play some board games. These are likely to relieve your anxiety.

Besides, I'm sad to know that your parents think you are lazy and irresponsible. Talk to them. You should let your parents know about your problems and then they will understand you very well and support you.

So, don't worry! There should always be a way out!

I hope this advice will be useful. Please write to me again to tell how things are going on or if you need any more help.

Regards, Jacky

9. Here are some problem cards that can be used in the classes. Ask the students to pretend they run an online advice column. They read three e-mails asking for advice and write replies, giving the best advice they can.

10. They the students read out their replies and the other students say whether they agree with the advice or not.

PROBLEM'S CARD	
<p>My parents won't let me put make-up when I go to school, but I want to be more beautiful everyday at school. What should I do?</p>	<p>I can't sleep well at night because my next door neighbour keep playing guitar till late at night. He is so muscular and scary, so I am afraid to talk to him. But I will be so sleepy at school. What should I do?</p>
<p>My parents won't let me put make-up when I go to school, but I want to be more beautiful everyday at school. What should I do?</p>	<p>I can't sleep well at night because my next door neighbour keep playing guitar till late at night. He is so muscular and scary, so I am afraid to talk to him. But I will be so sleepy at school. What should I do?</p>
<p>Help me please. A group of girls troll me on social media such as Facebook and Instragam. I don't know what to do and it drives me crazy. I even got sick because of it. What should I do?</p>	<p>I have got bad score for 2 subject at my school. My mathematics and English. My parents didn't know about this yet, but I am afraid to tell them. I am afraid that they will ground me. What should I do?</p>

PROBLEM'S CARD

My sister always takes my clothes without asking me first. And then she put the dirty clothes or hang it close to the laundry machine without washing it. I told her many times already that I didn't like the way she did it.
What should I do?

I love privacy and I don't like anyone to read my diary or messages. But I think my parents read them all. And I can't prove it.
What should I do?

I think one of my classmate has suffer of bulimia. She is really skinny already but she thinks she is overweight. I really want to help her.
What should I do?

I am confusing now. My parents want me to go to take Science major but I really love and interested in Arts and language. They said it will be okay because I can learn arts and languages while studying Science.
What should I do?

11. Next, ask the students to make their own problem's cards.

35. What's the Question?



There is also an interesting way to learn English by doing this game. This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing.

This game works well with any age group and it also allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. It can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple description of one of the students in the class.

Language Focus	: Listening, Speaking
Level	: Beginner - intermediate - Advance
Time	: 20 minutes
Materials	: descriptions pictures and words
Aims	: Students need to review question forms previously studied in class

Procedure:

1. The teacher needs to explain the rules and the way to play the game.

2. Form two teams (three will work, but two seems to add just the right amount of competitive tension).
3. Explain the game, with a few examples of answers in search of questions.
4. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.
5. Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side.
6. If you have access to bells or buzzers, it's even more fun.
7. Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.
8. Reminds the students about the rationale of the game. This game forces the students to think backwards a little. They must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions; therefore this is challenging and useful as review.

36. What's the Meaning?



This is a brilliant EFL game to practice writing. It is a great way for students to see their mastery of vocabulary to increase their English. This game works well with any age group and it also allows students practice more on their vocabulary and writing skills. It can also encourage individual learning, peers learning and suitable for intermediate and advance level. To make it a little easier on your students, the teacher needs to start by simple description of one of the students in the class and allow them to be close to a dictionary.

Language Focus	: Writing, Vocabulary
Level	: Intermediate - Advance
Time	: 20 minutes
Materials	: descriptions pictures and words
Aims	: Students need to increase their vocabulary and practice more their writing.

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. The teacher and the students may need a dictionary do this activity.

3. Choose a word which is long, difficult, and unknown to the students. For example, a good word to begin with is: *warmonger*.
4. Without using a dictionary, your students write down a definition. (They can work out the definition in groups of three). Allow them a few minutes to think and write.
5. Collect the definitions from the students and read them aloud.
6. When you have finished reading, they will have to vote which of those is the correct one.
(It doesn't matter if none of them is the correct one).
7. After they have voted and none of the groups guessed the meaning you read the correct one aloud.
8. The idea of this game is to let students be creative and practice writing skills.
9. Then you can have the students to discuss their writings.
10. Here are some examples of the words or idiom or phrasal verb.

37. Find the Differences



Find the difference is also called spot the difference. This game is all about testing students' powers of observation. There is also an interesting way to learn English by doing this game. Teacher can choose from a variety of games in which students study a pair of similar pictures and find the differences between the two. Students have to find differences between two pictures. Something may be a different color, something may be missing or added, something may be a different size, or something may be changed in some other way, but with good detective work, students will be able to find what is different.

This game works well with any age group and it also allows students practice more on their vocabulary and encourages individual learning, peers learning or do it classically. It can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple description of one of the students in the class. Challenge them to this game.

Language Focus	: Listening, Speaking
Level	: Beginner - intermediate - Advance
Time	: 20 minutes
Materials	: descriptions, pictures
Aims and similarities	: Students need to focus on differences and similarities

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. The teacher asks a volunteer to go out of the classroom. While the student is out of the room, the other students change their sweaters, shoes, coats and so on.
3. Bring the student who went out of the classroom back inside. He/she has to guess the differences (speaking in English, of course.)
4. Their also another version of playing the game. The teacher may prepare some similar pictures, Set A and Set B.
5. Ask the students mentions some differences from both pictures (mentions how many differences e.g. 5 differences).
6. Here are some examples of the pictures.
 - a. Find 7 differences of the pictures below within 3 minutes.



b. Find 7 differences of the pictures below within 3 minutes.



c. Find 10 differences of the pictures below within 3 minutes.



o?
FIND
10
DIFFERENCES



d. Find 10 differences of the pictures below within 3 minutes.



FIND 10 DIFFERENCES.
GAME 20



Cut Off And Keep The Answer Sheet Safe Below

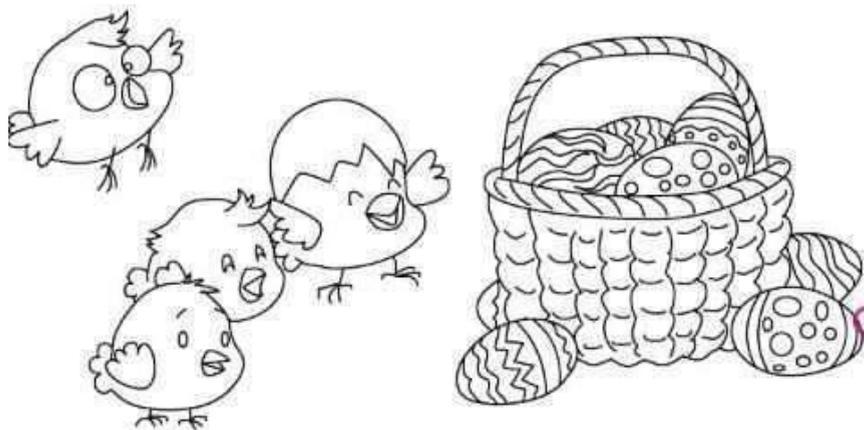
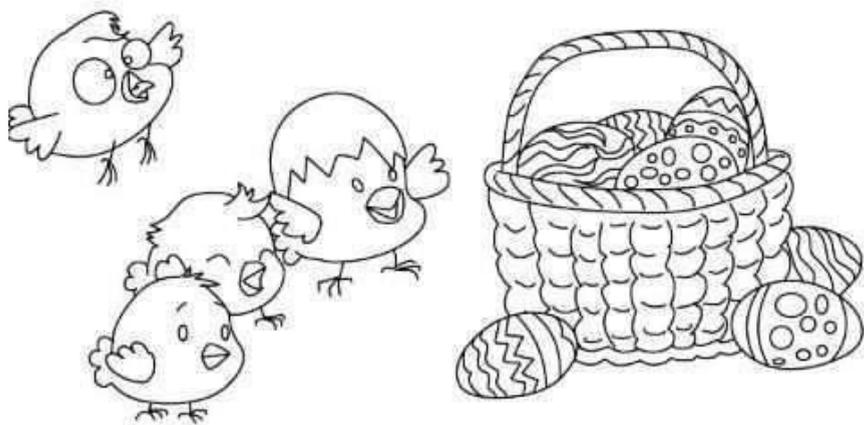


CALL US TODAY
Your Nanny Search Experts
By Tree Services
Childcare, Housework, Au Pair, Au Pair au Travail
Nannies, Maternity Nurses,
Elder Care & Babysitters
nannyoptions.ie

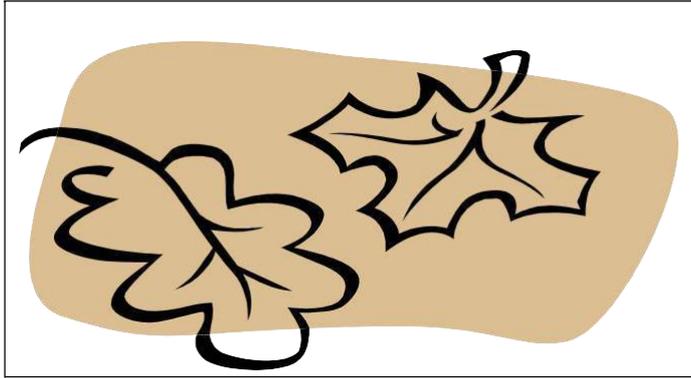
e. Find 10 differences of the pictures below within 3 minutes.



f. Find 10 differences of the pictures below within 3 minutes.



38. Greet or Great



There is also an interesting way to learn English by doing this game. This is a similar to 'Homophone Stories' game. A homophone is a word that pronounced the same as another word but the spelling and meaning is different from another. It is a great way for students to practice their pronunciation since it is a basic component to master the English language. Homophones are words that sound alike but are spelled differently. Words that sound the same but have different meanings and usually different spellings.

This game can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple pronunciation and explain how to pronounce it.

Language Focus	: Spelling of new vocabulary, pronunciation
Level	: Beginner - intermediate - Advance
Time	: 10 minutes
Materials	: list of words
Aims	: Students need to focus on differences and similarities

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. The teacher asks the students the meaning of the following words:

Example:

Three / Tree	<p>Three:</p> <p>a. the cardinal number that is the sum of one and one and one</p> <p>b. being one more than two</p>
	<p>Tree:</p> <p>a. a tall perennial woody plant having a main trunk and branches forming a distinct elevated crown</p> <p>b. force a person or an animal into a position from which he cannot escape</p> <p>c. a figure that branches from a single root e.g. genealogical tree</p>

3. Now ask the students to pronounce these words correctly.

No	Words	
1	Would	Wood
2	Eye	I
3	Bee	Be
4	Role	Roll
5	Knew	New
6	Fill	Feel
7	Which	Witch
8	Write	Right
9	Meet	Meat
10	Dew	Due
11	Sea	See

No	Words	
14	Him	Hymn
15	Knight	Night
16	Red	Read (past)
17	Bear	Bare
18	Rose	Rows
19	Knot	Not
20	To	Two / Too
21	Tale	Tail
22	Know	No
23	Road	Rode
24	Sun	Son

12	Mail	Male
13	Where	Were

25	Wait	Weight
26	Weak	Week

No	Words	
27	Our	Hour
28	Some	Sum
29	Loan	Lone
30	Knows	Nose
31	Sale	Sail
32	Whole	Hole
33	Stair	Stare
34	Miner	Minor
35	Sheep	Ship
36	Holy	Wholly
37	Four	For
38	Pain	Pane
39	Through	Threw
40	Ad	Add
41	Ball	Bawl
42	Caret	Carrot
43	Dual	Duel
44	Eye	I
45	Flew	Flu
46	Gorilla	Guerrilla
47	Tail	Tale

No	Words	
48	Sight	Site
49	Made	Maid
50	Dear	Deer
51	Eight	Ate
52	Sell	Sale
53	Tied	Tide
54	Rose	Rows
55	Cent	Scent
56	Rays	Raise
57	Buy	Bye
58	Slip	Sleep
59	Greet	Great
60	Hour	Our
61	Knew	New
62	Mail	Male
63	Nice	Niece
64	Overdo	Overdue
65	Pain	Pane
66	Plain	Plane
67	Real	Reel
68	Vain	Vane

4. Ask the students to make sentences by using homonyms, for example:

- I saw **three** birds on the **tree**.
- I took **three** coconuts from the coconut **tree**.
- She **ate** fried chicken at **eight** yesterday.
- I **ate eight** eggs yesterday morning.
- My **son** is swimming under the **sun**.
- His beloved **sun** likes **sun-flower** very much.
- We **know** that **no** one will come to this party.

- I definitely **know** why he said '**NO**' to join this club.
- She **made** her **maid** angry yesterday.
- Her **maid made** a kite for me.

5. Another kind of variation can be played in the class.

The teacher can write on the whiteboard and ask the students to make different sentences using the underlined words.

Example:

A teacher writes : – My sister **see** a sailor on the **seall**.

Student 1: -

Student 2: -

Possible Answers:

1. I **see** a small ship on the **sea**.
2. Did you **see** a big fish on the **sea**?

39. Headmaster Game



It is also an interesting way to learn English especially to practice Speaking skills. This game works well with intermediate and advance group and it also allows students practice more collaborative learning because they will do in pairs or small groups. To make it a little easier on your students, the teacher needs to start by examples from the teacher. We always run out of time, therefore set the time before the game is started.

Language Focus	: Speaking
Level	: Intermediate - Advance
Time	: 20 minutes
Materials	: descriptions, pictures
Aims	: Students need to focus on making some requirements.

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.

2. The teacher asks each student take out a piece of paper and their dictionary.
3. The teacher writes on the board of the situation:

You are the new headmaster of this school.
 You have two years to make this the perfect school.
 You can have as much money as you want, but you must spend it all in 2 years.

- What changes would you make immediately?
- What changes must be gradual?
- What would you do to make it a better school?
- What changes would you make?

4. Ask the students to be more specific.
 For example, do not say hire better teachers.
 You must say how you would find better teachers or what kind of teachers you would hire.
5. Remind the students that they must think like a headmaster, not as a student. Making school easy and letting the students do no exams or homework will not make parents happy.
6. Give the students 15 minutes to work alone. Then put them in groups of 3-5 with a leader to organize their thoughts.
7. Each group's leader will give its "report" to the other students during the following class period.
8. If the students have a small vocabulary the teacher can help them out by listing on the whiteboard areas of discussion:

teachers	buildings	classrooms
activities	dorms	lunchrooms
curriculum	sports	Playground
library	bathrooms	Schedules
music	art,	etc

40. Scottergories



Students will love to play this game once they get the hang of it. This is a game from the beginner - intermediate. This game actually very easy and can be used as a warming up or winding down class. It is a great way to fill up the last few minutes of class, too. This is a fantastic game for anyone who's just starting out with English and wants to practice vocabulary words. It pushes you to think of more uncommon words and their definitions.

Language Focus	: Vocabulary
Level	: Beginner - Intermediate
Time	: 10 minutes / Warming up/winding down class
Materials	: none
Aims	: Students need to use their vocabulary and try to improve it.

Procedure:

1. The teacher give instructions to the students and tell the way of playing the game.
2. Ask the students draw six columns on their paper and write a category at the top of each column.
3. The teacher can choose categories that fit what you have been studying in class or go with some basics.

Popular categories include food, names, cities or countries, furniture, verbs and clothing.

4. Choose a random letter and write it on the board.

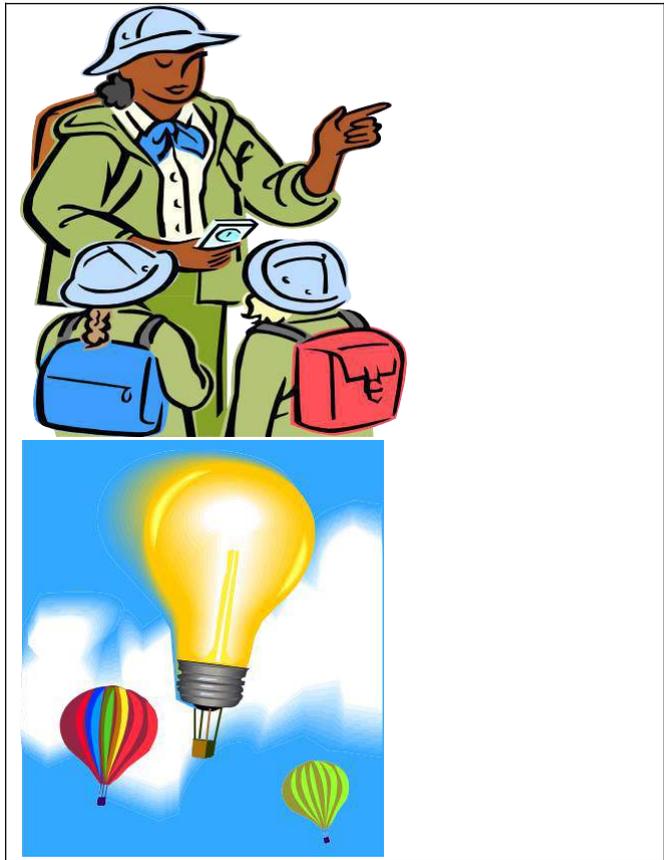
5. Give the students enough time to write down a word for each category that starts with that letter. The teacher can repeat with new letters as many times as needed.

6. You score more points for writing things that no one else wrote.

So if your letter is -ll and your category is -things that are cold, ll instead of writing -ice cream ll you might write -igloo. ll

7. Example of the categories:

41. Being Young



There is also an interesting way to learn English by doing this game. It is a great way for students to practice their language skills such as Speaking, Listening and Writing.

This game can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple example and explain how to continue the game.

Language Focus	: Listening, Speaking, Writing
Level	: Intermediate - Advance
Time	: 10 minutes

Materials	: whiteboard, markers
Aims	: Students practice how to give an opinion on something and using descriptive adjective

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. The teacher write on the board: *Being young is*
3. Ask the students to call out what they think could be added to this sentence.
4. If there is a time, ask the students to work with another student.
5. Collect their sentences in order.
6. It might be like the example below.
 - a. Being young is wonderful.
 - b. Being young is amazing.
 - c. Being young is being with friends.
 - d. Being young is unbelievable.
 - e. Being young is fun.
 - f. Being young is colourful.
 - g. Being young is nice.
 - h. Being young is fantastic.
 - i. Being young is great.
 - j. Being young is everything.
 - k. Being young is playful.
 - l. Being young is strong.
 - m. Being young is _____?
 - n. Being young is _____?
7. The teacher can use other words but try to dictate the beginning of a sentence. Ask the students to write it down and finishes it as he or she wishes.
8. These sentences below can be used as the starter of the sentences.

- Being old is _____
- Being famous is _____
- Being rich is _____
- Being smart is _____
- Being slim is _____
- Being _____ is _____
- Love is _____
- Indonesia is _____
- English is _____

- Without you is _____
- Living abroad is _____
- Living in a boarding house is _____
- Happiness is _____
- Sadness is _____
- Kindness is _____
- etc

9. Ask the students to write their sentences and continue with other activities.

Example:

Ask the students to write simple sentences, compound sentences or even complex sentences.

Or ask the students to change the form of the sentences.

42. Classroom Rules: Must and Mustn't

MUST OR MUSTN'T
Fill in the gaps using MUST or MUSTN'T

 You _____ raise your hand to speak.	 You _____ study hard if you want to pass your exams.	 You _____ sleep in class.	 You _____ arrive late to school.
 You _____ listen to the teacher.	 You _____ bring your books to school every day.	 You _____ play in class.	 You _____ finish your exercises on time.
 You _____ bully your classmates.	 You _____ forget your homework.	 You _____ shout at the teacher or your classmates.	 You _____ use your mobile in class.
 You _____ ask the teacher if you don't understand.	 You _____ sit in the classroom.	 You _____ cheat in your exams.	 You _____ pay attention to the teacher.

www.english.com

There is also an interesting way to learn English by doing this game. It is a great way for students to practice their language skills such as Speaking and Writing. This game can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple example and explain how to continue the game.

Language Focus	: Listening, Speaking, Writing
Level	: Intermediate - Advance
Time	: 10 minutes
Materials	: whiteboard, markers
Aims	: Students practice how to give an opinion on something and using descriptive adjective

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. The teacher writes
 - Prepare small pieces of paper each with either one thing students must do or one thing students must not do.
 - Tell the students that they are supposed to form sentences that explain classroom rules.
 - Divide the class into groups (of 4 if possible, so that everyone gets a chance to speak).
 - Give each group the pieces of paper.

The winning group, the group that finishes first, reads their sentences aloud. (Each student of the group reads one or two sentences depend on size of group.)

It's an easy game and the preparation does not take too much time. You can make as many rules as you wish.

43. Change the Seat



There is also an interesting way to learn English by doing this game. This is a brilliant EFL game to keep learning but also have fun by moving activities. Therefore, they will not get bored because of seating all the way long during the classes. This game works well with any age group and it also allows students practice more on their quick responses and encourages individual learning, peers learning or do it classically. It can be played from the beginner, intermediate or even advance level. To make it a little easier on your students, the teacher needs to start by simple description of one of the students in the class.

Language Focus	: Listening
Level	: Beginner - intermediate
Time	: 10 minutes
Materials	: chairs for each students
Aims	: Students learn instruction and do the instruction well.

Procedure:

1. The teacher needs to explain the rules and ways of playing the game.
2. Ask the students to sit in a large circle position. Ideally, this game should be played in a large room because there will be a lot of movement.
3. The teacher stands in the middle of the circle without a chair.
4. The teacher gives the instruction:
 - **Change chairs** if you are wearing blue trousers.
 - If you are wearing blue trousers, **change chairs**.
5. Then all students who are wearing blue trousers have to stand up and find a new seat in the circle. As soon as the students begin to stand up and change chairs, the teacher should also find a chair and sit down in one of the empty chairs.
6. Then, the one student who is wearing the blue trousers will stand up in the middle of the circle.
7. He or she (the remaining student who is in the middle of the class) must do as the teacher has done.

Example:

- All gentlemen **change chairs**.

8. Then, there will be a gentleman standing up because she cannot get a chair. Next, he must make another 'Change chair' sentence.

Example:

- If you are wearing black shoes, **change chair**.

9. Then all of the students who are wearing black shoes must stand up and try to find a chair.

10. The objective is to get a chair back as soon as possible and not be left standing in the middle.

11. Try to play the game until everyone has at least one turn in the centre, if possible.

12. The following are some instructions to the 'change chair' game.

- a. If you are wearing glasses, **change chairs**.
- b. If you are wearing a necklace, **change chairs**.

- c. If you are wearing belt, **change chairs.**
- d. If you are wearing male student, **change chairs.**
- e. If you are wearing female student, **change chairs.**
- f. If you are not wearing a tie, **change chairs.**
- g. If you are not wearing a jacket, **change chairs.**
- h. If you are not wearing sandals, **change chairs.**
- i. If your name begins with A, **change chairs.**
- j. If your name begins with K, **change chairs.**
- k. If your name has a letter F or M, **change chairs.**
- l. If you are from Banjarmasin, **change chairs.**
- m. If you are from Central Kalimantan, **change chairs.**

(the following instruction just for jokes only)

- n. If you are beautiful, **change chairs.**
- o. If you are handsome, **change chairs.**
- p. If you are kind hearted, **change chairs.**
- q. If you are clever, **change chairs.**
- r. If you are rich, **change chairs.**
- s. **Change chairs** If you ever visited Jakarta.
- t. **Change chairs** If you ever visited Surabaya.
- u. **Change chairs** If you ever visited Java Island.
- v. **Change chairs** If you ever talked to an English native speaker.
- w. **Change chairs** If you ever had been hospitalized.
- x. **Change chairs** If you ever eaten something made of dairy.
- y. **Change chairs** If you have scholarship.
- z. **Change chairs** If you want to finish your school as soon as possible.

44. Online Game: Proof It!

Games 44 - 50 are online games that need internet connection and mobile phones or computer. To know how each game works, the teacher can try every instruction written in each game.



Proof it is one of the games in Portland Proof Website. This website provides games on punctuation, grammar and word usage as proofreading is an essential part of the writing and editing process. Not only does proofreading provide a fresh perspective on how the writing flows, but even the most knowledgeable authors can be blind to their own spelling and grammar mistakes after much repetitive reading. A good proofreader strives to not only zero in on mistakes, but also to approach the piece as a first-time reader, pointing out sentences that may be constructed in a confusing way.

Proof it offers a game to find the word (or punctuation) which contains a mistake, and then type in the correction. Work quickly and accurately for bonus points. Every quiz in Proof It consists of ten sentences, which will appear one at a time on the screen.

Language Focus	: Writing
Level	: Intermediate - advanced
Time	: 20 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students learn to spot mistakes on vocabulary and punctuation .

Procedure:

1. Open the link on the browser:

<https://www.portlandproof.com/games/which-word>

Click the -Begin Game!! button.



2. Each sentence contains exactly one mistake. Your first job is to find the mistake and click on it.



The mistake might be a misspelled word, an incorrect punctuation mark, an improperly used word, or a capitalization error. The mistake might also be a missing word, or a missing punctuation mark. If this is the case, click on the space where the missing word/punctuation mark should appear.

If your selection is incorrect, the word will turn red, and a message will appear telling you that your selection is incorrect. If your selection is correct, the word will turn green. A text box

with a "Submit" button next to it will appear at the bottom of the game window. In the text box, type the correct word or punctuation mark, and then either click "Submit" or press "Enter" on your keyboard. If you are correct, the next sentence will be displayed.



Note:

Skipping Questions

If at any time you cannot figure out the error in a sentence, you may click the "Skip" button. This will advance the quiz to the next question. You will *not* get a second chance to try that sentence, and you will not earn points for any sentences you skip.

Scoring

Your score will be based on two factors: the number of mistakes you make, and the amount of time it takes to solve each problem.

Multiple Answers

We have done our best to make sure that there is only *one* way to fix an error in a sentence, but we also realize that proofreading is a very subjective process, and while one proofreader may fix a sentence in one way, another might choose a very different approach. With that in mind, in sentences which might be open to multiple correction

possibilities, we have tried to allow for other possibilities.

For example, in the sentence, *My friends homework assignments got better grades than mine*, there is no context to indicate whether this is a single friend with multiple homework assignments, or multiple friends. Thus, either *friend's* or *friends'* will be accepted answers.

45. Online Game: Alphabet Soup



Alphabet Soup is another game on Portland Proof. On the screen you will see a word with two missing letters. Your job is to figure out what letters you can use to make a valid English language word. Type the letters, or click the corresponding letter on the alphabet display to put the letters in place.

Language Focus	: Vocabulary
Level	: Intermediate - advanced
Time	: 30 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students learn to construct words based on the displayed alphabets.

Procedure:

- Open the link on the browser:
<https://www.portlandproof.com/games/alphabet-soup>
 Click the -Begin Game!! button.



- Click the letter to complete the yellow spaces



There are three rounds. In the first round there will be two words which can be created. In the second round there will be three words to make from the given letters, in the third round there will be four words, and in the fourth round there will be five words.

On the picture above, the provided letters are _W E A _ . Click the letter to complete the yellow spaces. Be quick and correct as the amount of time allotted per round gradually increases as you progress through the game.



In each round, the game will quickly enter "hint mode," in which letters begin disappearing from the display one at a time. Eventually, once most of the letters have disappeared, it will be easier to see what the remaining words are, and the player will be able to progress to the next level. The score is based on a combination of speed and accuracy. Try to get as many words as possible, but also be careful to not enter invalid words. Valid words are words which are found in the Enable 2.000 word list.

46. Games to Learn English: Compare



This game is for learning English with a specific focus on comparatives. The game uses pairs of images that show a difference. For example a tall person and a short person. These pairs are matched with the comparative form of an adjective. For example 'taller'. The comparative forms describe the meanings conveyed in the pairs of images. The comparative form is always made by taking the image on the left as primary. The image on the left is always the subject of the sentence and the image on the right is always the object. The game has 2 main screens. First there is a screen where you can view pairs of images and read a phrase that describes the comparison. You can click on adjacent images to scroll through them. The aim of this screen is to review the images and give an idea of the differences. On this screen you can also select which set of content you would like to use.

Language Focus	: Vocabulary
Level	: Intermediate
Time	: 15 minutes
Materials	: Handphone or Computer & Internet connection

Aims	: Students learn to make comparative form of an adjective
------	---

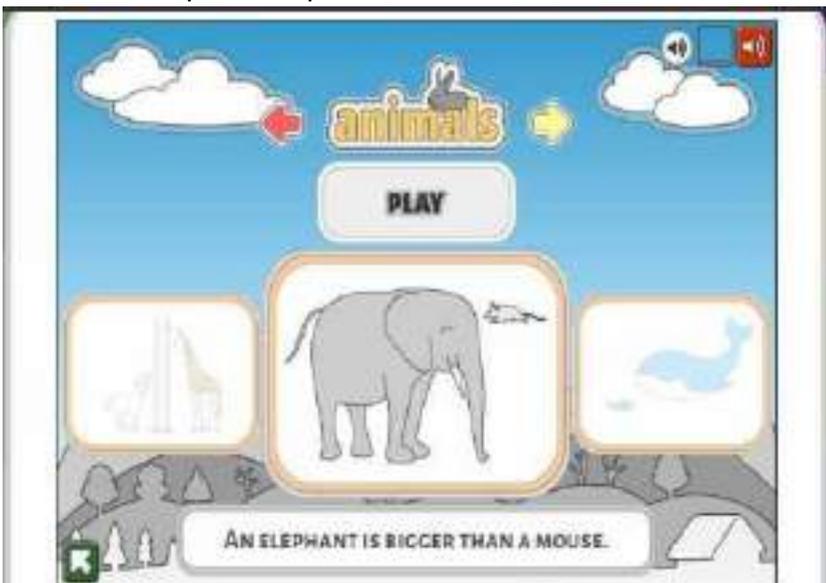
Procedure:

1. Open the link on the browser: _

<https://www.gamestolearnenglish.com/comparatives/>

Click the 'Start' button.

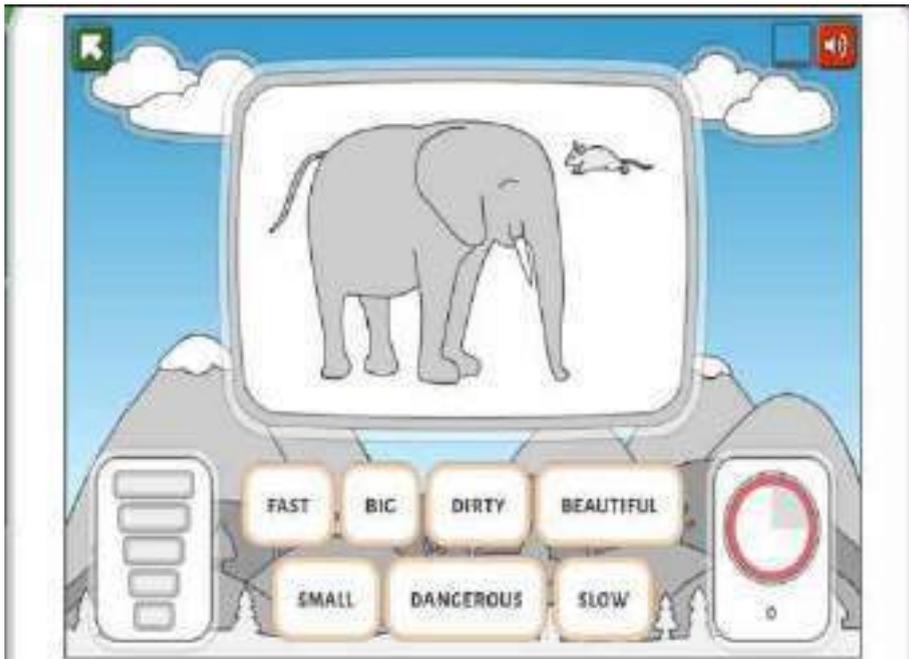
2. The second of the main screens is the game screen. This shows pairs of images and requires you to make comparative phrases to describe the differences. To make the phrases, you first have to select which adjective to use (remembering that the left image is always the subject). Then you are presented with 3 different forms of the adjective and you have to select which form is the accurate way to make the comparative. For example, the very first pair of images shows an elephant and a mouse. First, you choose the adjective 'big' and then you select the word 'bigger' to describe the difference. Once you have made 12 phrases, the set is complete and you get a score. To start the game, you click on the 'play' button as shown on the provided picture.



There are 6 different sets of content:

Animals
People
Things
Food
Places
Clothes

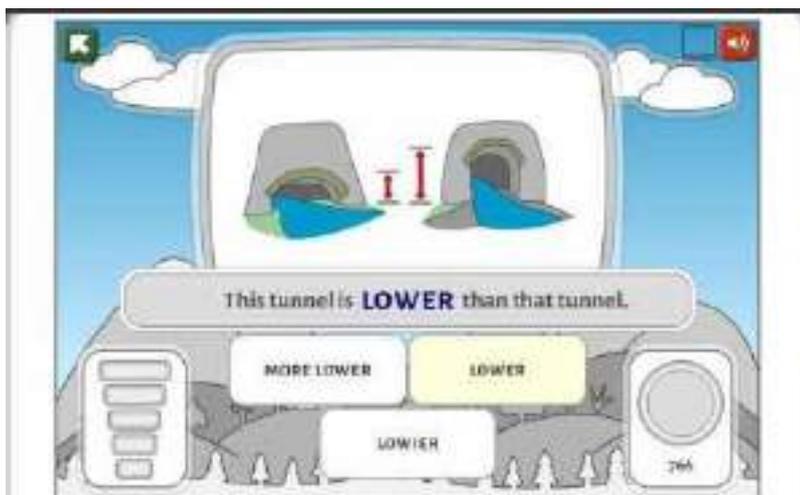
Each set of the content has 12 pairs of images and a matching comparative phrase. The sets were chosen on the basis of how easy there were to represent visually. It would have been good to use comparative forms of adjectives like 'intelligent' or 'nice', but those are difficult to show in an image.



There is a scoring system in which you get points for correct answers. Getting answers correct in a row - without any mistakes - dramatically increases the score you get. There is also a timer through which you can get more score for answering quickly. Unlike other games, the timer does not cause a game over. A timer can make the game more interesting, but a lot of people email me feedback to say that it is often quite frustrating when it ends the game. The timer running out does however end the streak of correct answers.

In this way, it is hoped that it can be engaging, but not so frustrating.

For comparative forms in English, the general rule is that words with 3 or more syllables use 'more' while shorter words just add 'er' or 'ier'. I did not think it was possible to teach or show this rule in the game; rather, students just have to know this and then look at or read the words. This game, like all the others, is really more about practicing things that students have already been taught in the classroom and is not really about instruction. I tried to use as many longer 'more' adjectives as I could; also, I managed to get good-better and bad-worse included.



It is hoped that learning can take place with this game by repeatedly forming comparative phrases. A student looks at the picture to stimulate the meaning, then through making the comparative phrase, the words are associated with the meaning.

47. Games to Learn English: Clothes



This is a mini game for practicing English. The content is clothing and clothing related vocabulary, with target phrases such as "he is wearing a hat" or "she is wearing a dress". The language is quite simple and so this game is really aimed at beginner level learners or young children. I tried to include some more unusual items, such as "mittens" and "baseball cap", but generally the language is very simple - "pants", "T-shirt", "shoes", "coat".

Language Focus	: Vocabulary
Level	: Elementary - intermediate
Time	: 15 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students learn vocabulary items related to clothes

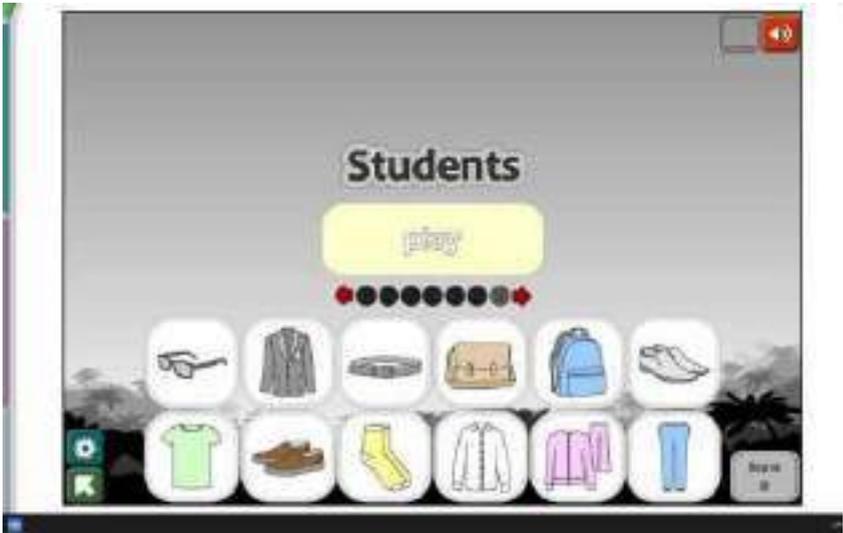
Procedure:

1. Open the link on the browser: _

<https://www.gamestolearnenglish.com/clothes-game/>

Click the 'Start' button.

2. To play, you simply have to read the sentence and then drag and drop the correct clothing item over the correct person.



Before each game screen, there is a preview screen in which you can review or double check the vocab items that will be used. It is hoped that users can learn or review any new or less familiar items before beginning the game. Then once the game starts seeing and moving the clothes in context can reinforce the meaning of the words.

3. The screen will display a man, a woman and the provided clothes.



4. So, if the target phrase is "She is wearing a T-shirt", then you have to move the 'T-shirt' image over the woman. Sometimes colors are included to make the instructions more specific - in the winter scene both are wearing coats and so differentiation by colors is necessary.



5. Do each of the instruction.



To try and make the game more interesting, a timer was added to give an element of challenge. The timer gets faster as you progress, especially if you complete the sets quickly. While some people dislike this, it's useful to keep engagement and encourage repeat playing. There is also a score system and high scores screen to encourage competition. To get a really high score, you need to complete the first set of content really quickly. If you do this, then 3 gold circles will appear

next to the score box. After that, the score you get for each correct item is increase; although, the timer also runs down much more quickly.



Note:

There are a total of 7 sets of content and each has a different theme - Summer, Winter, Spring, Students, Formal, Casual and Beach. I tried to make these as comprehensive as possible so they cover a wide range of clothes. The themes of Fall and Nightwear didn't make it in as they didn't have enough difference to the other sets. extra stuff - speed etc, sets, num items, pants, Tshirt

The word 'pants' was chosen over 'trousers'. This is not so much because I favour American English over British, but rather because I think 'trousers' is less widely used and is more likely to lead to confusion. Most people will understand what you mean when you say pants, but saying trousers might seem strange to some. For T-shirt, I went with the capital letter at the start. This is because it is how most textbooks spell the word.

48. Games to Learn English: Food Game



This is a game for learning food vocabulary. There are a total of 180 food vocab items divided into 9 groups. Each item is represented visually with an image and has an audio clip for listening practice. While 180 items seems like quite a lot of vocabulary, there are certainly some common vocab items that are not included and there are numerous variations that students may also encounter. That being said, the aim was to have a quite comprehensive amount of vocabulary with the aim being to give more than enough food vocab for the average student. The vocab that isn't included is that which is quite hard to represent visually or represent in a way that is distinct enough from other items. For example, a bag of flour is going to be too similar to a bag of sugar. There are also countless additional meals that could have been included, but the number of meals was limited to 20 and those were chosen on the basis of how easy they were to draw.

Language Focus	: Vocabulary
Level	: Elementary - intermediate
Time	: 20 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students practice English food words, food quantifiers and simple food request

phrases.

Procedure:

1. Open the link on the browser: _

<https://www.gamestolearnenglish.com/food/>

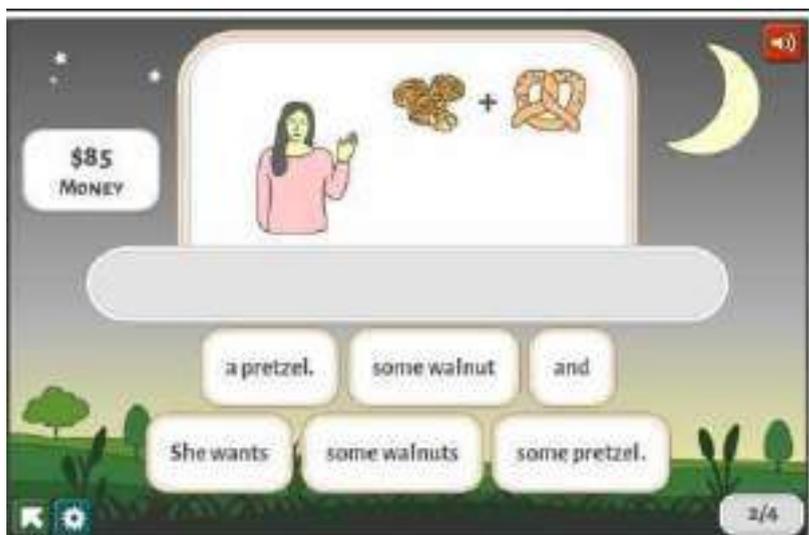
Click one of the levels: 'easy, medium or hard' button. The view button provides a set of content that the player can select.



The game is divided into 3 parts. In the first part, you are presented with images of foods and you have to sort them into groups according to the quantifier they use. For example, 'cupcake' takes the quantifier 'an' whereas, 'peanuts' takes the quantifier 'some'. Often the quantifier is ambiguous, for example watermelon could use 'a' or 'some' depending on the circumstance. For foods such as these, the image aims to be clear about which quantifier is most suitable, for example the watermelon image shows segments of the fruit which signifies that the quantifier 'some' should be used. Later groups involve more elaborate quantifiers, such as 'a bag of' or 'a slice of'. These too can be quite ambiguous, but again the images should make it clear which to use.



The 2nd part involves a store scenario. Customers enter the store and request specific foods. You then have to click and drag the correct food to the customer. When you do this, you accumulate money which counts towards the final score. The idea is to serve as many customers as possible so as to earn as much money as possible.



The 3rd part is a simple sentence generation task. Students have to look at the picture and then click on the words to make a matching sentence.

A full list of vocab used is as follows:

a. Snacks: pizza, water, burger, hot dog, egg, chocolate, bread, fries, rice, sushi, taco, cookie, donut, instant noodles, popcorn, ice, fried chicken, sandwich, ice cream, candy

b. Fruits: apple, orange, banana, pear, lemon, grapes, watermelon, strawberries, pineapple, blueberries, plum, peach, mango, lime, avocado, dragon fruit, kiwi fruit, tangerines, grapefruit, cherries

c. Meat: lamb, beef, chicken, pork, fish, shrimp, steak, kebab, sausage, bacon, chicken nuggets, roast beef, ham, chicken wing, chicken leg, pork chop, cheese, boiled eggs, lobster, butter

d. Drinks: cup of coffee, cup of tea, hot chocolate, glass of water, glass of cola, glass of lemonade, fruit smoothie, orange juice, milk, apple juice, lemon tea, black coffee, glass of wine, ice coffee, ice tea, cafe latte, cappuccino, espresso, chocolate milkshake, banana milkshake

e. Meals: steak and chips, fish and chips, chicken and rice, burger and fries, burrito, chips and dip, salad, spring rolls,

dumplings, curry and rice, baked potato, beans on toast, lasagna, spaghetti bolognese ,scrambled egg on toast, English breakfast, salt and pepper, samosas, rice and vegetables, fried rice

f. Bread: cheese burger, wrap, spaghetti, toast, muffin, pancakes, baguette, pie, peanuts, brownies, croissant, bread rolls, waffles, pretzel, bagel, walnuts, pasta, panini, cupcake, cheese toastie

g. Vegetables: tomatoes, carrots, cucumber, potatoes, onions, eggplant, bell peppers, pumpkin, olives, garlic, lettuce, corn, mushrooms, celery, cabbage, peas, chilies, broccoli, cauliflower, ginger

h. Groceries: can of beans, packet of ketchup, slice of cake, can of tuna, slice of pizza, bowl of noodles, bowl of ice cream, packet of sweets, slice of bread, packet of biscuits, can of cola, can of sweetcorn, slice of lemon, slice of pie, slice of bacon, packet of nuts, packet of mints, packet of salt, bowl of soup, bowl of guacamole

i. Store: box of cereal, bag of potato chips, jar of instant coffee, carton of eggs, jar of mayonnaise, carton of milk, carton of orange juice, box of donuts, bag of pet food, bag of peas, jar of honey, jar of peanut butter, jar of mustard, carton of apple juice, carton of yogurt, box of macaroni, box of chocolates, box of biscuits, bag of almonds, bag of sugar.

49. Online Game: Wordshake



How many points can you get in 3 minutes? Longer words score more points! This game is good for students who love challenges. It is fun to play together as a racing game. Students work individually, but they can compare the results at the end of the game. This game is beneficial to start the lesson as it only takes 3 minutes to play.

Language Focus	: Vocabulary
Level	: Intermediate
Time	: 3 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students learn English vocabulary

Procedure:

1. Open the link on the browser: <https://learnenglish.britishcouncil.org/general-english/games/wordshake>

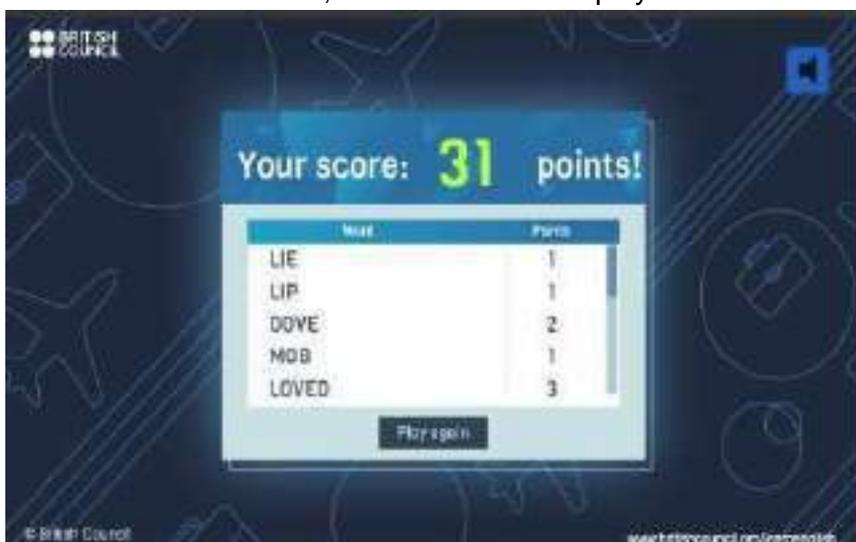
1. Before playing, you can read the rules and scoring.



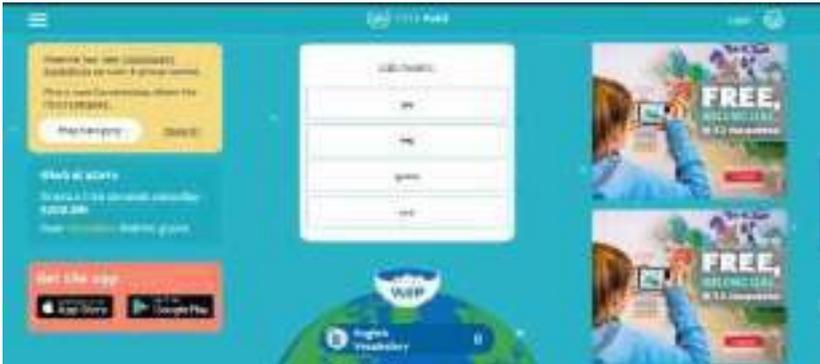
2. Click the letters to form a word. Then, click enter. If you want to cancel the submitted word, click cancel.



3. When the time is over, the score will be displayed.



50. Online Game: Free Rice



The United Nations World Food Programme is the world's largest humanitarian organization, saving lives in emergencies and building a better future for people driven into hunger by conflict and the impact of climate change.

Language Focus	: Vocabulary
Level	: Intermediate - Advanced
Time	: 30 minutes
Materials	: Handphone or Computer & Internet connection
Aims	: Students learn English vocabulary and train their social care

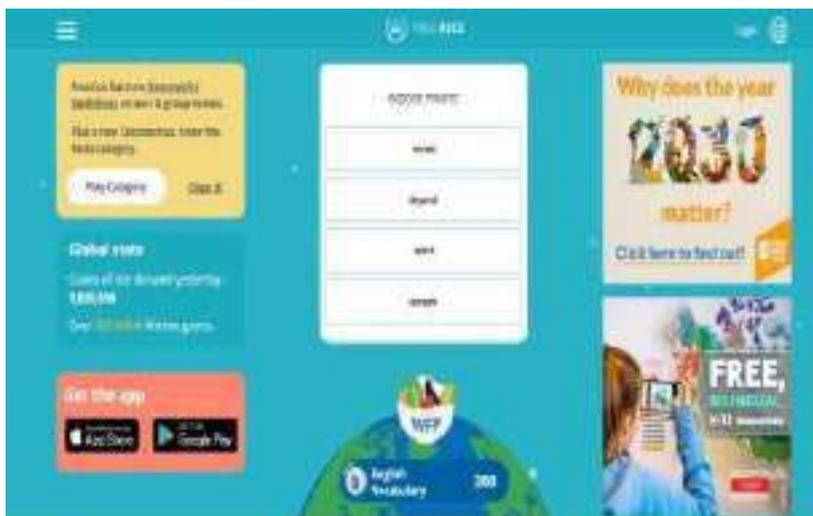
Procedure:

1. Open the link on the browser: <https://freerice.com/categories/english-vocabulary>
2. The question will appear, and four choices are provided.



When we select the right answer, the color of the choice turns green. However, when we pick wrong answer, it will turn red and the right answer will be given in green.





Part 3

Conclusion

In summary, all the games above can help student to improve their skill in every part. First, Blackboard race game help student to learn grammar, only need adjustment how to make vocabulary game become grammar game by replace the rules of the game and goals of the game itself. Second, Simon says an attractive game to improve listening skill, if you see at a glance maybe this game very easy to play but actually we can make this game harder. We can know the sensitivity of our student by using this game. Next, Once upon a time is a game that very communicative each player should tell a story that related to his or her card, before that he or she should interrupt the storyteller when his or her card word was said by the storyteller and he or she become the next storyteller. This game follow fairy story and it will be very fun. Last, word jumble is a unique game we can combine reading and writing competence in one game, based on the rules of the game we should arrange sentences by this action of course we should read first then write the correct sentence on the board. This can be very attractive how to see groups of student work together to arrange the sentences.

References

- Bafadal, F, Humaira, & Nurmasitah. (2018). The Use of Carades Games in Teaching Vocabulary to the Junior High School Students. *Journal of English Language Teaching and Linguistics*, 11 (2): 14 - 21.
- Beavis, C. (2014). Games as Text, Games as Action: Video Games in the English Classroom, *Journal of Adolescent & Adult Literacy*, 57 (6): 433 - 439. DOI: 10.1002/jaal.275.
- Brown, H. D. & Lee, H. (2015). *Teaching by principles: an interactive approach to language pedagogy (4th Ed)*. White Plains, NY: Pearson Education.
- Dodigovic, M. (2018). *Games and Fun Activities to Build Vocabulary. The TESOL Encyclopedia of English Language Teaching*, 1–8.
- Ferlazzo, L. & Sypnieski, K. H. (2018). *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. United States: John Wiley & Sons.
- Gozcu, E. & Caganaga, C. K. (2016). The Importance of Using Games in EFL Classrooms. *Cypriot Journal of Educational Science*. 11 (3), 126 - 135.
- Harmer, J. (2007). *The practice of English language teaching (4th Ed)*. Harlow, England: Pearson Longman.
- <http://englishforthesis.blogspot.com/2012/05/what-is-writing.html>
- <http://www.scrabblepages.com/scrabble/rules/>
- <https://en.m.wikipedia.org/wiki/Game>
- <https://en.oxforddictionaries.com/grammar>
- <https://en.wikipedia.org/wiki/Listening>
- <https://eslgames.com/esl-speaking-activities/>
- <https://icebreakerideas.com/two-truths-and-a-lie>
- <https://towmuch.com/articles/letters-giving-advice-660.html>
- https://www.eduplace.com/rdg/res/literacy/st_read0.html
- <https://www.esolcourses.com/content/exercises/grammar/adjectives/appearance/vocab1.html>

- <https://www.fluentu.com/blog/educator-english/esl-grammar-games/>
- https://www.gooverseas.com/blog/10-best-games-esl-teachers?view_mode=exp
- <https://www.spelling-words-well.com/>
- <https://www.teachingenglish.org.uk/article/secret-code-game>
- <https://tomahlc.files.wordpress.com/2012/03/pictionary-activity.pdf>
- <https://weiosf.wordpress.com/word-jumble-race/>
- Kananat, S. (2018). An Analysis of Scrabble from the Viewpoint of Gamified Learning. Japan Advanced Institute of Science and Technology. Retrieved on <https://dspace.jaist.ac.jp/dspace/handle/10119/15181>.
- Khakim, M. L. (2015). *Improving students' pronunciation ability through repetition of the drill* (sarjana's thesis). Salatiga, State Institute for Islamic Studies (IAIN) Salatiga. Retrieved from <perpus.iainsalatiga.ac.id/docfiles/fulltext/7248917683.pdf>.
- Murphy, J. (2003). Pronunciation. In David, N (Ed.), *Practical English Language Teaching*, (pp. 111-128). Singapore: Mc-Graw Hill.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.
- Son, J. (2018). *Technology in English as a Foreign Language (EFL) Teaching*. The TESOL L Encyclopedia of English Language Teaching, First Edition. United States: John Wiley & Sons.
- Szyszkka, M. (2016). English pronunciation teaching at different educational levels: insights into teachers perceptions and actions. *Research in Language* 14(2), 165–180. Retrieved from <http://dx.doi.org/10.1515/rela-2016-0007>.
- Umstatter, J. (2002). *English Brainstormers! Ready-to-Use Games & Activities that Make Language Skills Fun to Learn*. San Francisco: Jossey-Bass.
- Velázquez & Ángel. (2013). *Beginner EFL Students' Perceptions of the Methods and Techniques Used to*

Teach pronunciation at a University Language School
(Thesis). Marzo, Universidad Veracruzana. Retrieved
from [http://cdigital.uv.mx/bitstream/
123456789/32914/1/monterodelangel.pdf](http://cdigital.uv.mx/bitstream/123456789/32914/1/monterodelangel.pdf).

Wright, A., Betteridge, D., & Buckby, M. (1994). *Games for
Language Learning*. Australia: Cambridge University
Press.