e-book 50 games in ELTFull Book

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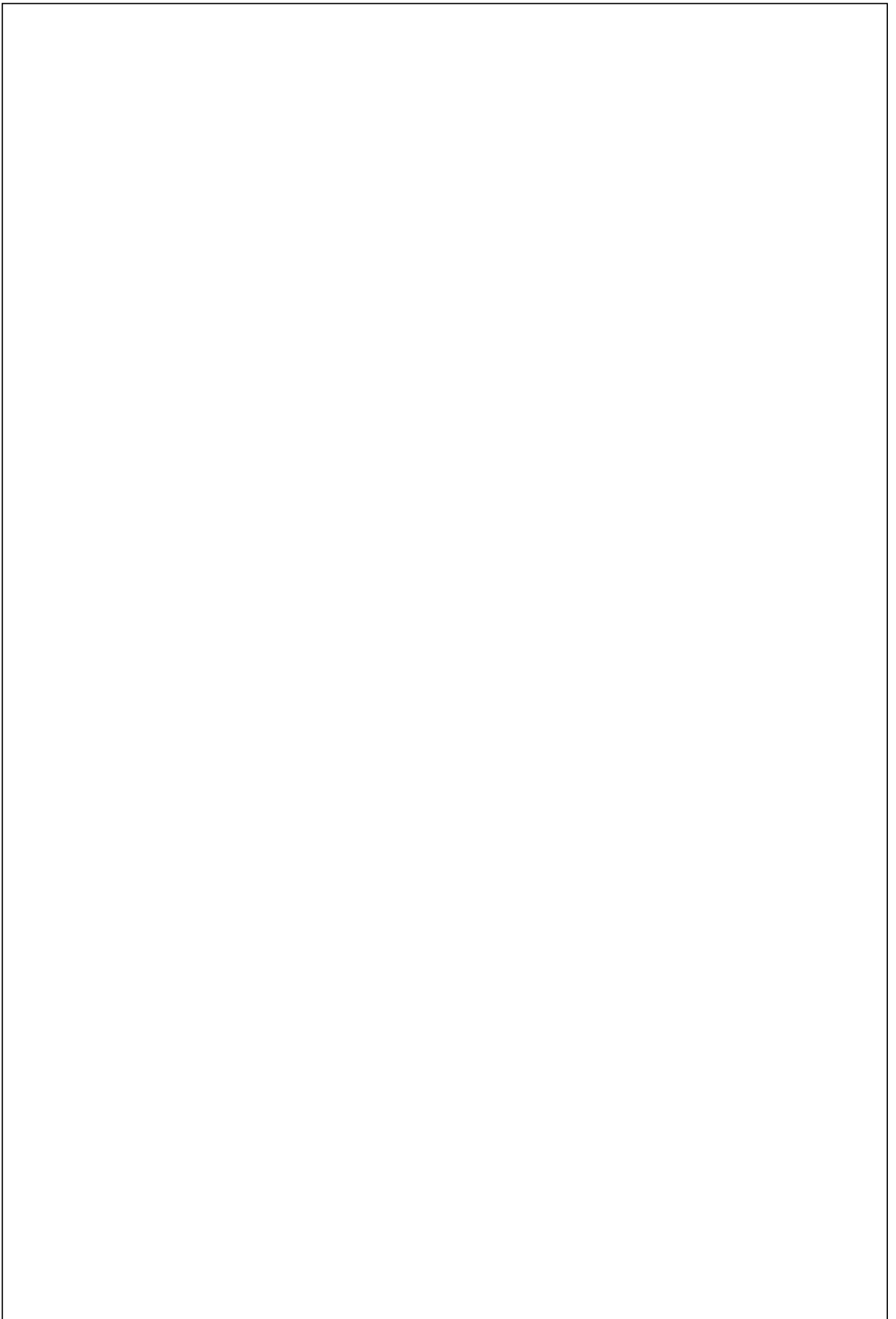
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50 Games
in English Language Teaching

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

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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.

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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

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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

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[1] Kapp, Karl M. 2012. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. San Fransisco, 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

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[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 tragedies. Systems that only focus on lecturing and other traditional teaching strategies tend to produce passive learners. Due to -spoon-feeding" techniques, students are

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[3] Hayo Reinders. —New Language Learning and Teaching Environments,‖ 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.

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

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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.

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[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.

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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

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[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 trough 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

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

[8] Source: https://eslgames.com/esl-speaking-activities/

[9] Mina Yazdanparast, Bahman Gorjian, 2018.

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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 **game**play 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,

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[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

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[11] Nelvia Ibrahim.2016. Games For Teaching Grammar To Young Learners, in
https://pdfs.semanticscholar.org/dc3d/8a3dc43ce5fc5d803d0a160ac4aa1 7de059f.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.* -Scrabbleǁ is one of the most popular games in this category.

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

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[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.

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=wam5PscoSjU
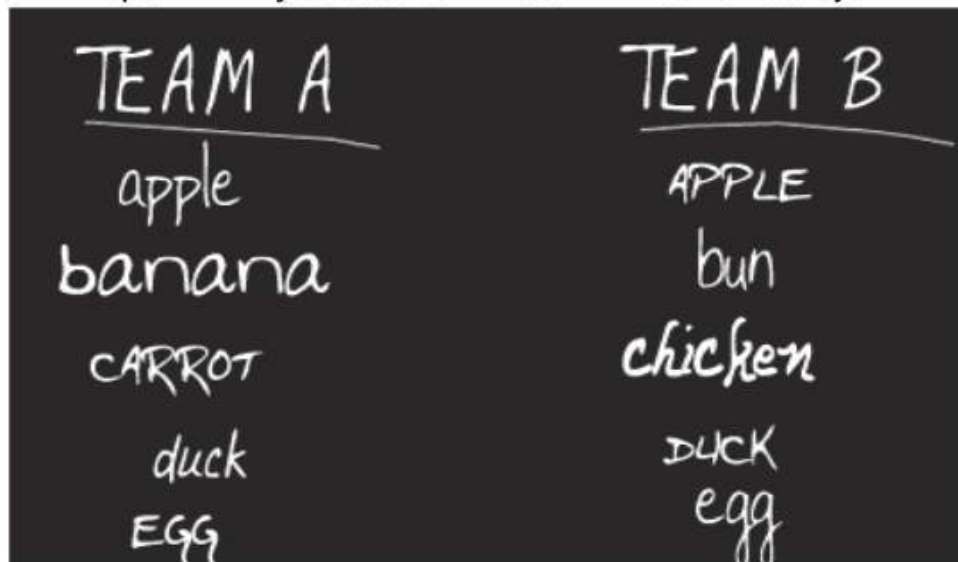

Figure : Product of Blackboard Race Game

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

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.‖

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

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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 theme	: list of vocabulary based on certain
Aims the vocabulary and	: Students need to focus on the theme of
	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
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 |
| --- |
| 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. |

1. Eiffel Tower is in Paris, France.
2. Eiffel Tower is an iconic symbol of Paris, France.
EIFFEL TOWER
3. They took many pictures with Eiffel Tower as their background last year.

1. He is a doctor.
2. He is a famous doctor.
DOCTOR
3. He is a well-known and kind doctor that my brother always goes with.

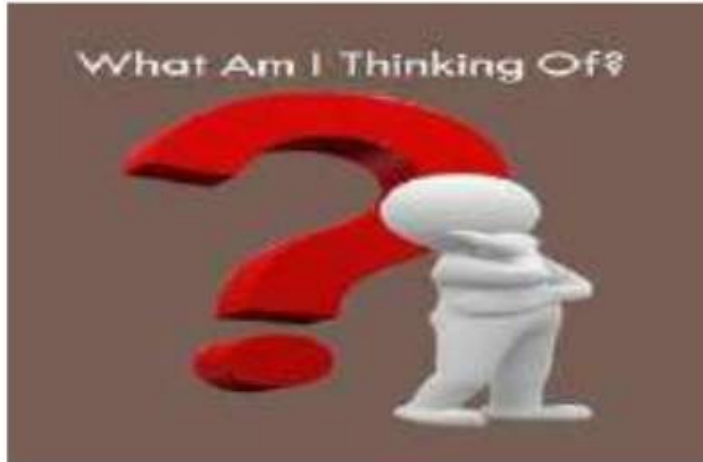| TEACHER |
| --- |
| 1. She is a teacher. |
| 2. My sister is an English teacher. |
| 3. My sister, who is now in Jakarta, is a very creative English teacher. |

The students love this game. Try another variation, such as by using a picture instead of words.
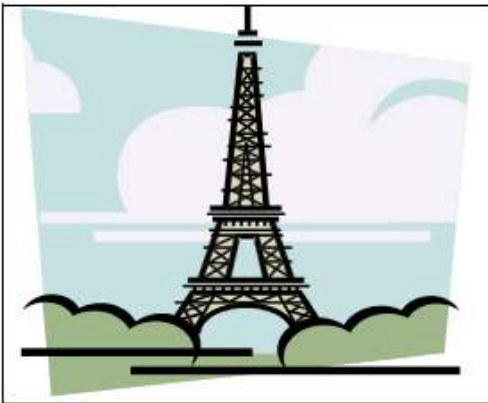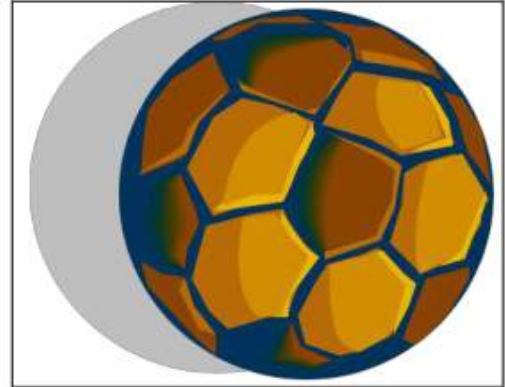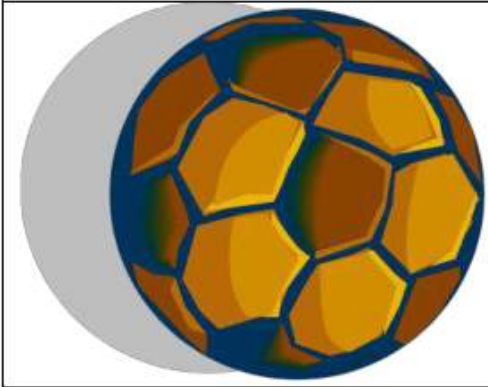
For advanced students, try to use more advanced words.

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')

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

MESMERIZE /mezmƏralz/ (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 ‚mesmerized.' (Then one of the students can answer: ‚Mesmerize)

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.

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