



A resource bank of easy-to-play games to practise and revise structures and vocabulary.

Click on the links below.



*Hangman*



*Bingo!*



*Buzz*



*Chinese whispers*



*The last letter game*



*The long sentence game*



*Noughts and crosses*



*Ten guesses*



*Don't say a word*



*Who are you?*



*What's my job?*



*Word tennis*



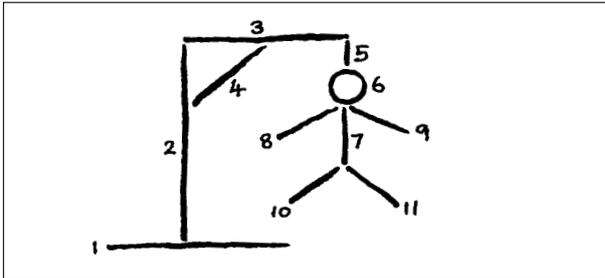
*Word groups*



## Hangman

**Aim** To practise / revise vocabulary, the alphabet

- Think of a word of three or more letters, e.g. *where*. Write a dash on the board for each letter of the word:  
\_ \_ \_ \_ \_
- SS call out letters one at a time. If the letter's in the word (e.g. *E*) fill it in each time it occurs, e.g. \_ \_ *E* \_ *E*. Only accept correctly pronounced letters and elicit ideas from as many different SS as possible.
- If the letter is **not** in the word, draw the first line of this picture on the board:



- Write any wrongly guessed letters under the picture so that SS don't repeat them. **The object of the game is to guess the word before the man is hanged.** SS can make guesses at any time but each wrong guess is punished by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- SS can also play in pairs / groups, drawing on a piece of paper and choosing words from the **Word bank** / previous lessons.



## Bingo!

**Aim** To practise / revise numbers, the alphabet, past tense forms, etc.

**Example** Numbers 1 to 29

- Make copies of **Bingo!** (see below) or copy it onto the board for SS to make their own card.
- Rehearse the shout *Bingo!*
- SS complete their card with any numbers (1 to 29).
- Call out numbers 1 to 29 in random order, repeating each number twice. **Make sure you write down the numbers you call** (or prepare them beforehand and cross them off as you call them).
- SS cross off any numbers you call out which are on their card. The winner is the first student to cross out all the numbers on his / her card and shout out *Bingo!*
- Check the winning student's card. If he / she has made a mistake, the game continues.

You can also use **Bingo!** for:

- **The alphabet** SS write down any nine letters from the alphabet. You can limit these to easily confused letters by writing them on the board for SS to choose from. Call out letters, etc.
- **Easily confused numbers** Write on the board the following pairs: 12 / 20, 13 / 30, 14 / 40, 15 / 50, 16 / 60, 17 / 70, 18 / 80, 19 / 90. SS fill in their card with any nine numbers but can only choose **one** number from each pair (they can't choose 13 **and** 30). Call out the following numbers: 19, 30, 20, 14, 13, 12, 80, 17, 70, 50, 16, 40, 90, 15, 60, 18.
- **Irregular past tenses** Write on the board 15 to 20 irregular past tense forms that SS know, e.g. *went, saw, bought*, etc. Call out the infinitive form of each verb in random order, e.g. *see, go, buy*, etc. SS identify the verb and cross off the past tense form on their card.





## Buzz

**Aim** To practise / revise numbers

**Example** Numbers 1 to 30

- Play round the class / in small groups. SS sit in a circle and count out loud. When they come to a number which contains / is a multiple of *three* (e.g. 3, 6, 9, 12, 13, etc.) they have to say *Buzz* instead of the number, e.g.

S1 1.

S2 2.

S3 *Buzz*. etc.

- If a student makes a mistake, either saying a number instead of *Buzz* or the wrong number, the counting must start again from one. **The object of the game is for the class / group to reach 30 without making a mistake.**

You can also use *Buzz* for:

- **Numbers 1 to 100** If you play it to practise higher numbers, use *seven* as the ‘wild’ number. Remember that 70, 71, etc. will be *Buzz* and 77 = *Buzz buzz*.



## Chinese whispers

**Aim** To practise / revise phone numbers, spelling

**Example** Phone numbers

- Write a phone number in large numbers on a piece of paper. Whisper the number into the ear of S1 who writes it down. You must only say it **once**. S1 now whispers the number in S2's ear. S2 writes the number down as he / she hears it and whispers it to S3, etc. **The object of the game is to correctly pass a 'message' orally round the class (or along a line) from student to student.**
- When the phone number arrives at the last student, compare it with the one you wrote. Is it the same?
- Now show a new phone number to the last student who passes it back the other way.

You can also use *Chinese whispers* for:

- **Spelling** Spell a recently studied word to S1 who writes it down then spells it quietly to S2, etc.



## The last letter game

**Aim** To practise known vocabulary

- S1 says a word, e.g. *twenty*. S2 has to quickly say a word using the last letter of that word, e.g. *yellow*. S3 makes a word with the last letter of S2's word, e.g. *wall*, etc. **The object of the game is for the class to complete a round (or rounds) without anybody making a mistake.**
- Each time SS make a mistake or can't think of a word after about five seconds, encourage others to make suggestions. If nobody can think of a word, the student to the left of the one that made the mistake says a new word for the next round.
- Illustrate how to play with examples on the board. Then say a word and point to the first student on your left. The game continues briskly round the class.

**Tip** You can play this in small groups / pairs. With a small class you can make it competitive and eliminate SS who make a mistake / can't think of a word. You can also give each student three 'lives'. SS have to lose all three lives before they're eliminated.



## The long sentence game

**Aim** To practise / revise any structure

**Example** Daily routine verbs

- One student says a sentence, e.g. *I get up.* and then names another student (*Jean*).
- *Jean* then repeats the sentence, adds a verb phrase, and names the next student, e.g. *I get up and I have a shower. Noel.*
- *Noel* repeats the sentence and adds another phrase, e.g. *I get up, I have a shower, and make a coffee. Ana.* etc.
- A different student must be nominated each time. The game continues round the class. **The object of the game is for SS to remember and say the ever lengthening sentence.** When the sentence is long enough and SS are struggling to remember it, finish by getting the whole class to repeat the final sentence together.
- Demonstrate with examples on the board before you start, showing SS how the position of *and* moves.

You can use **The long sentence game** for:

- **have got + a / an / some**  
e.g. *I've got a pen, some credit cards,* etc.
- **like (verb)-ing**  
e.g. *I like reading, swimming, travelling,* etc.
- **there is / are**  
e.g. *In the class there's a desk, some chairs,* etc.
- **Past simple**  
e.g. *Yesterday I got up, I had breakfast,* etc.
- **Countability**  
e.g. *I bought some oranges, a packet of biscuits,* etc.



## Noughts and crosses

**Aim** To practise / revise structures, spelling, pronunciation, etc.

**Example** Question words

- Draw on the board a *Noughts and crosses* grid with your target language in the squares:

How?	Where?	What time?
What?	What kind?	When?
Who?	How often?	Why?

- Divide the class into two teams. **TEAM A** plays with an X and **TEAM B** with an O.
- **TEAM A** chooses a square (e.g. *What kind?*) and makes a sentence using the question word(s), e.g. *What kind of music do you like?* Write it on the board.
- If their question is correct, rub out the question word and write an X in that square. If the question is wrong and **TEAM B** can correct it with their first guess, they win the square and you write an O in the square.
- Then **TEAM B** have their turn, etc. **The first team to get a straight line of three Xs or three Os in any direction wins the game.**
- If time, repeat the game with a new set of words.

You can use *Noughts and crosses* for many language points including:

- **Mixed structures**  
Write each of the following in a square, e.g. *Can? / Does? / Did? / Going? / Could?* etc.
- **Prepositions of place**  
e.g. *in / next to / behind / in front of*, etc. SS' sentences should be based on the position of people / things in the room.
- **Past tense irregular verbs**  
e.g. *go / buy / meet / take*, etc. SS change the verbs into the past tense and make a correct sentence.

You can also use *Noughts and crosses* as an end-of-term quiz for general revision.

- Choose nine categories you want to revise, e.g.

Opposites	Spelling	Prepositions
Word order	Pronunciation	Travel phrasebook
Places	People	Things

- Prepare several questions for each category, e.g.
  - 1 What's the opposite of far? (near)
  - 2 How do you spell *cassette*?
  - 3 The picture's ... the wall. (on)
  - 4 often how does phone she you? (How often does she phone you?)
  - 5 How do you pronounce this word? (e.g. thirsty)
  - 6 You're lost. You want to find the station. What do you say? (Excuse me. Could you tell me the way to the station, please?)
  - 7 You can buy petrol here. (petrol station)

- 8 He or she drives a lot. (taxi-driver)
- 9 You put money in it. (wallet)
- SS choose a square, you read out a question, etc.



## Ten guesses

**Aim** To practise / revise question formation for any tense and vocabulary

**Example** *Do you like (verb)-ing?*

- Tell SS you like doing something. Write it on a piece of paper (e.g. *driving*) but keep it hidden from the class.  
**The object of the game is for SS to guess the verb with a maximum of ten guesses.**
- Tell them that you can only give short *yes / no* answers.
- SS call out questions. Insist on the full question, e.g. *Do you like eating?* before answering *No, I don't*.
- Give clues if they're struggling (e.g. give the first letter). Count their guesses and build tension (e.g. *Only two more guesses!*).
- If SS can't guess it in ten, tell them the answer or encourage them to keep going until they do. Then they play in groups.

You can use **Ten guesses** for:

- Objects. SS ask *Is it the (key)?* etc.
- **Tenses** Play this with the past simple, future, etc.
  - T *Guess where I went yesterday.*
  - SS *Did you go to the (bank)?* etc.
  - T *Guess what I'm going to do tonight.*
  - SS *Are you going to (go out)?* etc.



## Don't say a word

**Aim** To practise / revise vocabulary and structures

**Example** Jobs

- Write ten jobs on separate pieces of card / strips of paper. Make one set of jobs per group.
- SS in fours / fives / sixes. Give each group a set of cards face down / in an envelope.
- When you say *Start!*, S1 in each group takes a job card and has forty seconds to **draw** the word on a sheet of paper. S1 mustn't speak or use any words or letters in the drawing. While S1 is drawing, the other members of the group have to try and guess the word (saying exactly what's on the card).
- After forty seconds shout *Stop!* Ask each group if they guessed the word correctly and give them one point if they did. Then S2 takes a card, you say *Start!*, etc.
- The team with the most points at the end is the winner.

**Tip** A quick version of this game is to sit SS in pairs. **A** has his / her back to the board, **B** can see the board. Write a word or phrase on the board and **B** draws it for **A** who has twenty seconds to guess. Then swap roles.

You can also use *Don't say a word* for:

- **Word groups**  
e.g. furniture (*table*), etc.
- **Tenses**  
e.g. Present continuous (*He's swimming.*), etc.
- **Past tense forms**  
e.g. *cooked, went shopping*, etc.

You can follow the same procedure but instead of drawing the words and phrases SS do a mime.



## Who are you?

**Aim** To practise / revise verb *be*, nationalities, jobs, adjectives, etc.

- Write the names of famous people on cards or use magazine photos.
- Demonstrate the activity yourself first. Choose the identity of one of the famous people. SS have a maximum of ten guesses to find out who you are. You can only answer *Yes, I am.* / *No, I'm not.*
- Help SS by writing on the board the kind of questions they have to ask, e.g.

Are you alive / dead?  
Are you a man / woman?  
Are you (American)?  
Are you married / single / divorced?  
Are you a politician / actor / actress /  
sportsperson / singer?  
Are you (Julia Roberts)? etc.

- You can play the game in pairs / groups / as a class. The student who guesses correctly is given the next famous name.

**Tip** This works much better if **you** give SS the names rather than ask them to think of their own.

You can also use **Who are you?** for:

- **Adjectives** SS ask, e.g. *Are you old / young / tall / good-looking?* etc.
- **Third person singular** Get SS to ask about the person on the card, e.g. *Is he / she alive?* etc.
- **Simple past** With famous dead people and include *Were you born in (Egypt)?*



## What's my job?

**Aim** To practise / revise *Do you ...?*, *Is ...?*, jobs, adjectives

- Tell SS you've got a new job. Write the job on a piece of paper but keep it hidden. **The object is for SS to guess the job in less than fifteen questions.** You can only give short *yes / no* answers.
- Help SS to ask you questions and write them on the board in *Do you ...? / Is ...?* groups, e.g.

Do you work in an office / factory?  
Do you work outside / at home?  
Do you work in the morning / at the weekend / at night?  
Do you get a high / low salary?  
Do you wear a uniform / drive / speak languages / use a computer?  
Is your job interesting / difficult / dangerous / nice?  
Are you a (waiter)?

- SS can only make two direct guesses about the job, e.g. *Are you a (dentist)?*  
**Tip** When SS have guessed your job elicit other possible questions and add them to those on the board.
- SS can then play in groups. S1 chooses a job from **Word bank** (or any other job which the class have learned) and writes it down. The others have to guess it.
- When you think they can manage without the questions on the board, rub them out or leave some words as prompts. Monitor and help.



## Word tennis

**Aim** To practise / revise any vocabulary group

- Divide the class into **TEAM A** and **TEAM B**. Call out a word group, e.g. *rooms in the house*.
- **TEAM A** 'serves' by saying a word in that group, e.g. *kitchen*.
- **TEAM B** 'returns the serve' by saying another word, e.g. *hall*. **TEAM A** says another word, etc. The game ends when one team (in five seconds) can't think of another word in that category.
- Then call out another word group (e.g. *drinks, adjectives, question words, furniture, food, etc.*) and continue.



## Word groups

**Aim** To revise any vocabulary group

- SS in pairs / small groups.
- Write three to five word group headings on the board, e.g. *countries, months, places in the town, sports, etc.*
- Set a time limit (e.g. two minutes) and a number of words (e.g. five). SS have to try to add five words to each word group. The winner is the first group who can write five words in each group.