

ENGLISH GAMES FOR ADULTS & SECONDARY

GAME	INSTRUCTIONS	LANGUAGE AREA															
BOGGLE	Teacher prepares a grid of consonants and vowels 6 x 6 and puts it on the board. Two teams have 3 minutes to list as many words as they can make by joining adjacent letters (up, down, left, right & diagonal) in the grid.	Spelling; word awareness.															
CHALLENGE	Word pyramid game. 1st student writes one letter on board. 2nd student writes the same letter underneath and adds a letter. 3rd student copies the two letters underneath and adds another. This continues until a student thinks it's impossible to continue the word and shouts CHALLENGE. If the student can name the word the challenger is eliminated and vice versa.	Spelling; word building; suffixes															
HOUSE RULES	Working in groups of 3 or 4, (1) students write down a description of the apartment they are sharing, and include (2) details about whether they are working, on the dole or studying. Then they (3) make a list of house rules for harmoniously living together. (4) Each group describes to the class their situation. Then ask if (5) anyone would like to change apartment. If so, the student sits with the new group who then explain the house rules of their place while the rest of the class avidly listens. The student can try another apartment if they don't like the sound of the first one.	Conversation; 'real' English															
JUST A MINUTE	Teacher names topic and 1st student talks about it. Interrupted by other students for hesitation, repetition, irrelevance and grammar. Successful challenger continues with what remains of the minute on the same topic. Bad challenges lose points, complete minute by one student wins lots of points.	Fluency, confidence speaking, eliminating personal mistakes.															
LANDSCAPE GAME	Ask students to draw a landscape which included the following:- 1- bushes (friends) 5- a snake (sex) 2- a house (the self) 6- the Sun (religion) 3- mountains (outlook*) 7- a tree (father) 4- a path (ambition) 8- water (mother) * pointed = pessimistic; round = optimist When they have finished, ask them what they think each feature represents, tell them and ask them to interpret their drawings. Be sensitive about it.	Generating natural discussion															
MASTERWORD	Similar to Mastermind but with words. Someone thinks of a four letter word (say LOVE) and draws this grid on the board. <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Quantity of letters</td> <td style="border-right: 1px solid black; padding: 5px;">Correctly Positioned</td> <td style="padding: 5px;">(love)Don't write this!</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">live</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">2</td> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="text-align: center;">vale</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">move</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">4</td> <td style="border-right: 1px solid black; text-align: center;">4</td> <td style="text-align: center;">love</td> </tr> </table> Students say four letter words which get a score according to their closeness to the target word. It's a logic game.	Quantity of letters	Correctly Positioned	(love)Don't write this!	3	3	live	2	1	vale	3	3	move	4	4	love	Word awareness, discovering new words.
Quantity of letters	Correctly Positioned	(love)Don't write this!															
3	3	live															
2	1	vale															
3	3	move															
4	4	love															
NEVER ENDING SENTENCE	One student starts a sentence and the next one carries it on with AND or BUT.	Sentence structure															

PATH GAME

Ask studes write down a descriptions of:-

- 1- a path (outlook on life)
- 2- a twig they find (small problem)
- 3- a trunk lying across the path (big problem)
- 4- A bear ahead sitting on the path (someone sexually attractive)
- 5- A fork in the road. (politics)
- 6- A wall (death)
- 7- What they hear on the other side (after-life)

Students read out their descriptions; you ask what they think each thing means; explain the meaning; discuss the results.

Writng; generating natural discussion

POST-IT

Need a self-adhesive pad. Everyone writes name of a famous person on paper and slaps it on the forehead of student. Everyone has one and takes turns asking yes/no questions to the class to find out who it is.

Question formation.

TIC TAC TOE

"Noughts and crosses" with words. Draw 3X3 grid on board and fill squares with adverbs of frequency, verbs, question words OR ANY FUNCTIONAL GROUP. 2 teams. 1st chooses a square and if they make a perfect sentence with the word e.g. I go to the cinema once a month, then they win the square. Win or lose, second team then tries.

Adverbs of frequency, linkers, verbs, making questions, past of verbs, and much more.