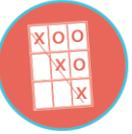


Name of the game	How to use it in class
 <p data-bbox="193 577 456 651">Keep it up!</p>	<p>Learners must keep different-colored balloons up in the air and say what color they are each time they touch one (to prevent it from falling): “red”, “blue”, “green”, etc.</p> <p>This game can be easily adapted to review different sets of vocabulary, for example the names of numbers. The teacher could use only one balloon and ask the first learners to touch it to say “one”, the next one “two”, etc.</p>
 <p data-bbox="204 884 464 987">Dress Up (Put it On)</p>	<p>To practice identifying different clothing items and/or practice simple structures or instructions; e.g. “Is this a skirt or a jacket?”, “What is he wearing?”, “He is wearing a...”, “Put on the...”</p> <p>Getting learners to dress up or wear costumes can also help motivate them and make the task fun.</p>
 <p data-bbox="196 1171 456 1245">Memory</p>	<p>Use memory cards to practice different sets of vocabulary; for example by having learners match words to pictures: dog and  .</p> <p>The same cards can be used to review simple language: “This is a rabbit, and this is a rabbit. They are the same.”</p> <p>They can also be used to play “Find someone who...” by having learners walk around the classroom finding someone who has the same card: “I have a rabbit. What do you have?” “I have a cat.”, etc.</p>
 <p data-bbox="201 1579 461 1682">Follow the Leader</p>	<p>This game is very useful for practicing vocabulary related to actions (verbs). The teacher as the leader should walk/run/jump/raise a hand, etc. around the schoolyard while asking learners to do the same, e.g. “Jump!” Learners should repeat the action and the command: “Jump!”</p> <p>Once learners are familiarized with the game, they can be encouraged to take the role of leaders.</p> <p>Full short sentences can be used as an extension activity: “I can jump.”, “I like to run.”, “I am running.” (Only taking care that different structures are not mixed in the same game session.)</p>

 <p>Bingo</p>	<p>A classic bingo game is very useful to introduce and/or practice vocabulary items.</p> <p>The cards can be created by the teacher or by the learners with the teacher's guidance. Having learners drawing? ", "Is it big or little?", "What color is it?"</p>
 <p>Simon Says</p>	<p>Useful for introducing and/or practicing vocabulary and/or some simple commands; e.g. "Simon says touch your nose!" or "Simon says find a notebook."</p> <p>It can be played as a whole class or in small groups, with different children taking turns at giving out the "Simon says..." commands.</p>
 <p>Pictionary (Draw and Guess)</p>	<p>This game involves drawing to review vocabulary. It can be used with almost any target vocabulary or structure as long as the question(s) and purpose of the activity are well defined, e.g. <i>What is it? What's this? What is he doing?</i></p> <p>As an adaptation of this game, it can be used to give instructions in English, so learners take turns drawing different things on the board: Draw a circle. Draw a girl. Draw a house.</p> <p>Like some of the previous games, it can be played with the whole class or in small groups, giving children opportunity to take the role of the teacher or "instruction giver".</p>
 <p>Concentration</p>	<p>The goal of the game in ELT is that children keep clapping, with a certain rhythm, while they take turns to say words related to a specific category chosen by the teacher. For example, if the teacher says "<i>Concentration is the game. Keep the rhythm all the same. Animals!</i>" the children must, one by one, name different animals aloud: cat, fish, , dog, etc.</p>

 <p>Red light! Green light!</p>	<p>The goal of the game in ELT is very similar to Simon Says. The teacher might, for example, give the following instructions: "When I say 'green light' everybody jump. When I say 'red light' everybody stop." The main idea of the game is to learn to follow instructions to start and stop an activity, but can be adapted to review other vocabulary.</p>
 <p>Tic Tac Toe (Three in a Row)</p>	<p>The goal of the game in ELT is the same as the traditional Tic Tac Toe. Adapted, it is used to teach spelling and reading of simple words.</p> <p>Played in pairs, learners can mark a square on the Tic Tac Toe board if they read or spell the word in the square correctly (variations: saying a word that rhymes, making a correct sentence with it, etc.) The first one to mark three letters/images in a horizontal, vertical or diagonal line is the winner of the game.</p> <p>Just like in Bingo, learners can be involved in the preparation of the material, which provides different additional opportunities to practice and memorize the target language.</p>
 <p>Dominoes</p>	<p>The goal of the game in ELT is practicing vocabulary relating an image with a word, or words with other words (e.g. cat with kitten). The game can be created by pasting stickers on cards 'a domino', or using cards according to our specific teaching objective.</p>
 <p>Charades</p>	<p>The goal of the game in ELT is to represent different activities/objects through mimicry for the rest of the class to guess, e.g. <i>You're jumping!</i> <i>You're running!</i></p> <p>With older learners it can be used with longer sentences, with the student acting out specifying the number of words in the sentence he'll mime: <i>The cheetah runs really fast.</i> (5 words)</p>
 <p>20 Questions (Dice with Questions)</p>	<p>The goal of the game in ELT is formulate and answer questions to guess what the hidden object is. The teacher or a learner hides (or thinks of an object) and learners have to guess what it is through a maximum of 20 questions: <i>Is it red? Yes, it is. Is it a toy? No it isn't. Is it food? Yes, it is. Is it a tomato? No, it isn't. Is it an apple? Yes, it is!</i></p>

 <p>Hangman (Guess the Word)</p>	<p>The goal of the game in ELT is mainly practicing spelling and vocabulary. It is also very effective for the names and the pronunciation of the letters of the alphabet. It can be played with short words and giving a clue, such as the first letter of the word, for example.</p>
 <p>I Spy</p>	<p>The goal of the game in ELT is asking questions to guess the object that a partner is “looking” at in the classroom or on a textbook page. The game is especially effective if learners can play it in pairs, with minimum intervention from the teacher.</p> <p>One learner gives the other a clue, for example: <i>I spy with my little eye, something... blue!</i>, <i>I spy with my little eye, something... beginning with 't'!</i> In turn, the other learner asks questions to guess: <i>Is it this crayon?</i> <i>Is it the table?</i> <i>Is it those books?</i></p>
 <p>Musical Chairs</p>	<p>The goal of the game in ELT is similar to the of the games Follow the leader or Simon says. The teacher asks learners to dance, jump, walk, touch their heads while walking, etc. around a line of chairs while the music is playing. As soon as the music stops, children have to find a chair in the line to sit on. It is important to remember a seat before the music , so one left without a seat. Learners who are left without chair must leave the game. Keep playing until winner is left.</p> <p>With older learners, instead of music, different correct sentences may be used. If the teacher says an incorrect sentence, then they must stop and find a seat.</p>
 <p>Frozen Statues</p>	<p>The goal of the game in ELT is similar to the Musical Chairs game: s very useful to review movements, instructions, etc. The teacher can ask the children to keep moving in different ways: dance, jump, walk, touch their heads, cross their arms, etc. until she says <i>Freeze!</i> Children who move before she starts giving new command the game until winner remains.</p>
 <p>Hot and Cold</p>	<p>The goal of the game in ELT is formulate and answer questions to find an object in the classroom. The teacher hides an object or flashcard (related to the vocabulary he is teaching, for example a stuffed animal or a school object) while one or several students close their eyes. Then, learners open their eyes and try to find the hidden object as quickly as possible. The teacher lets the learner(s) know if they are far or close to the object by saying: cold (far), cold, warm, warmer, warmer, hot (very close)! Then, learners should ask questions to check if they found the right object: <i>Is it this truck?</i> <i>Is it this apple?</i></p>

 <p>Red Rover</p>	<p>The main goal of the game in ELT is to review/teach the vocabulary and structures related to the description of the physical characteristics of people or clothing.</p> <p>The group should be divided into two teams. All members of a team must hold hands and stand in a line, facing the other team. Teams must take turns to give instructions to one of the members of the other team to run and attempt to break their formation.</p> <p>The instructions should be given using the following phrase: Red rover, red rover, send person with a (red skirt) right over. It is to play it in an open such as the playground and give well established rules and objective, so as to maintain the group in control.</p> <p>As an alternative, each child can have a picture or object that will be used as the basis for calling them: Red rover, red rover, send the person with (the picture of the cat) right over. It is important to be careful with the type of objects that are chosen and be sure that are not dangerous children even if they run with them.</p>
 <p>Duck, Duck, Goose</p>	<p>The main goal of the game in ELT is to review the vocabulary and to keep learners moving. Children sit in a circle on the floor. One of the children must remain outside the circle and walk around it, touching each of his colleagues in the head while repeating a word related to the topic, for example, "Animals": <i>Duck, duck, duck</i>. After passing several of his peers he should change the word, for example: <i>Goose!</i> The child whose head was touched while the different word should repeat the new word and stand.</p> <p>All kids then must run in the opposite direction and sit again. The last one to try to sit should remain standing and be the next one to start the game.</p> <p>It can be used with vocabulary related to different topics: for example, colors or members of the family: <i>Red, red, red, blue!</i> Or <i>Mom, mom, mom, dad!</i> This game is very useful as for listening discrimination.</p>
 <p>Cross the Line</p>	<p>The main goal of the game in ELT is to review/teach vocabulary. The teacher should make/draw/imagine a line in the middle of the classroom and instruct learners, depending on the specific purpose of learning. For example: <i>Cross the line if... you are happy. Cross the line if... you have brown hair. Cross the line if... your shoes are red. Cross the line if you like bananas.</i></p> <p>As an extension, when played with feelings, in a somewhat subjective manner it can also be used to start a conversation: After identifying how children feel, you can make more questions to find out why they feel one way or another.</p>

 <p data-bbox="193 555 448 622">Wonder Ball</p>	<p>The main goal of the game in ELT is to review/teach vocabulary or structures. Children sit in a circle and pass a ball around, while they sing: <i>The wonder ball goes round and round, you must not let it touch the ground. But if you do I'm telling you you are out!</i></p> <p>The learner that lets the ball drop, or that has it while the others sing “out” has to say a sentence related to the topic, for example: <i>I like bananas My favorite color is red Giraffes are taller than elephants.</i></p>
 <p data-bbox="193 857 448 958">Digital/Online Games</p>	<p>As with all other games, what is important is that you make sure that they are being used to cover a specific language objective.</p>