

25 Fun Games

Shopping list

Ask each pair of students to write down eight items of food in a list, for example: *butter, fish, potatoes, jam, bread, milk, beer, carrots*. (Or you could prepare lists yourself before the lesson.) Use these lists in the following activities 1-4.

1 Ready, steady – make a meal!

Exchange shopping lists with another pair of students. Each pair has two minutes to think of a two-course meal they could make with the food on their list. In turn, each pair tells the class about their menu. Everyone votes for the most interesting meal.

2 Packaging

Write a list of the way food is sold: *a tin or a can, a packet, a box, a carton, a bottle, a loaf and a bag*. Give one shopping list (see activity above) to each pair of students. Call out the different kinds of packaging and students check if they have the right food on their shopping list for the packaging. Whoever 'packages' all the food on their list first, wins.

3 What's not on the shopping list?

There are eight items on each shopping list. Ask pairs of students to think of six non-food items for their list, for example: *toilet roll, light bulb, battery, washing-up liquid, soap*. Or six more drinks for their list: *beer, coffee, tea, orange juice, water, lemonade*. Or six more vegetables excluding the one(s) on their list; or six more fruit excluding the one(s) on their list. You could also include toys, furniture, clothes. Set the timer for one minute – the pair with the most correct answers wins.

4 Tongue twisters

In pairs, students choose a food item and make a tongue twister. For example, *Five fresh fish* or *Six juicy sausages*.

BINGO!

You can make your own text BINGO boards, just click [here](#). Possible words: *belt, blouse, boots, bra, coat, dress, gloves, hat, jacket, jeans, jumper, scarf, shirt, skirt, shoes, shorts, socks, tie, tights, trousers*.

5 Play **BINGO!** with the boards you have printed.

6 I bought a ...

Give one BINGO board to one student and he/she talks about the last time he/she bought one of the articles on his/her BINGO card, for example, *I bought this for my husband for Christmas. He didn't like it!* The other students have to

guess what the item is.

7 Guess the clothes

One student describes an article of clothing and the other students have to guess the right answer, for example, *They're something you wear on your feet – but not under your shoes. (socks)*

8 My clothes

Give one BINGO board to each student. They have one minute to talk about as many items on the board as possible. *I wear jeans at work, but at the weekend I like wearing skirts and dresses. I have fifteen pairs of shoes ...* Whoever mentions most items wins.

9 Beautiful blouse

Each student has a BINGO board. Ask them to find an adjective to describe each article of clothing, e.g. *black belt, beautiful blouse, big boots etc.*

Photo cards

Try to collect as many different pictures as you can: *animals, clothes, food, people, locations, furniture, transport, weather*. Look in magazines, catalogues, advertisements and newspapers; print out photographs; check birthday cards and postcards. Glue the pictures on a piece of card – eight to one piece of A4. Then cut out the eight cards, write the name of the picture on the back and, if possible, laminate the images so you can use them lots of times.

10 Five-in-a-row

Place the cards with the name of picture face down. In pairs, students attempt to correctly name five cards. (They can check whether the answers are correct when they turn the card over.) If they get five-in-a-row, then the student keeps the cards and gets a point. As soon as they make a mistake, they must put the cards back and it is their partner's turn. The winner is the student with most points.

11 Spell it!

In pairs, one student holds a card up and can see the word. The other student can only see the picture. He/She has to say the correct word – and spell it: a correct spelling and the student keeps the card. Incorrect spellings go on the bottom of the pile. The player with the most cards wins.

12 Short story

Shuffle the cards and students pick four (or more) cards at random. In pairs, students have five minutes to write a short story, all based on the same cards. Students read out the stories to the class. The most interesting/creative story wins.

13 What's my card?

Each student takes one card and writes five or six words associated with that picture. For example, a picture of a *goldfish*: *bowl, water, swim, tail, orange*. Each student reads out their five words and the other students have to guess the picture/word on the card.

14 Connections

Each student takes two (or more) cards at random and has to find a way to connect the two cards. For example:

Cat and rice. - Cats don't eat rice.

Rain, desk and trousers. - When it rains on the way to work, I have to sit at my desk in wet trousers. It's horrible!

15 That's me!

In groups of five, each student secretly chooses just one card that has a significant meaning for them. The five cards are put on one table and all the students look at them and try to decide which card belongs to which student: *I think the cat is Birgit's because she loves cats. Dirk chose the bee because he loves gardening*. The student who correctly identifies the owners of most of the cards wins.

Dice

Use one or two ordinary dice. On the board write *1, 2, 3, 4, 5, 6*.

16 Tense review

Next to each of the numbers on the board write a different tense, for example, *present simple, present continuous, past simple, past continuous, present perfect and past perfect*. Each student rolls the dice and makes a sentence using the appropriate tense. A correct sentence gets one point.

17 Letters

Use one or two dice – depending on the ability of your students. Roll the dice and students have one minute to write as many words as possible with the corresponding number of letters. One point for each correct word.

18 Words

This time students have one minute to write as many sentences as possible with the corresponding number of words in it. One point for each correct sentence.

19 Syllables

Use one dice for this game. Students have one minute to write as many words with the correct number of syllables. One point for each correct word.

20 Vocabulary

Next to the numbers on the board write 6 different categories you would like to revise. For example functional phrases: *apologies, excuses, requests, giving*

advice, agreeing, offering. Or you could use words associated with, for example, *cars, clothes, nature, household, politics and films.* Students role the dice and have to make an appropriate sentence using the prompt on the board. One point for each correct sentence.

Buzzer

21 Quiz

Each student writes five general knowledge questions. As each student reads out their five questions, the other students make up four teams who try to be first to shout *BUZZ* and then give the correct answer.

22 One word missing

Each student writes a sentence and then reads it out to the rest of the class, but misses out ONE important word in the sentence. Instead of reading the word, the student says *BUZZ*. For example, *Yesterday, I went to the BUZZ and bought some stamps. (post office) My husband and I have two children: a BUZZ and a daughter. (son)*

23 Fill the gap

Students write sentences with more than one possible answer, for example, *When I fly to England, I always take some BUZZ with me on the plane.* Or *The best thing about learning English is BUZZ.* Other students have to supply words or phrases that fill the gap. In turn, students read out their sentences and the funniest answer wins.

24 Yes and no

Student A asks student B a list of questions. Student B cannot answer with *yes* or *no*. Student C is listening. As soon as Student C hears *yes* or *no*, he/she shouts *BUZZ*. Then they change roles.

25 Just one minute

Write a selection of topics on individual pieces of paper, for example, *England, books, Barack Obama, vegetables, cycling, computers,* and give one topic to each student. Each student is going to talk for one minute on their topic, but other students will shout *BUZZ* if the student who is talking pauses for too long or repeats too many words.