



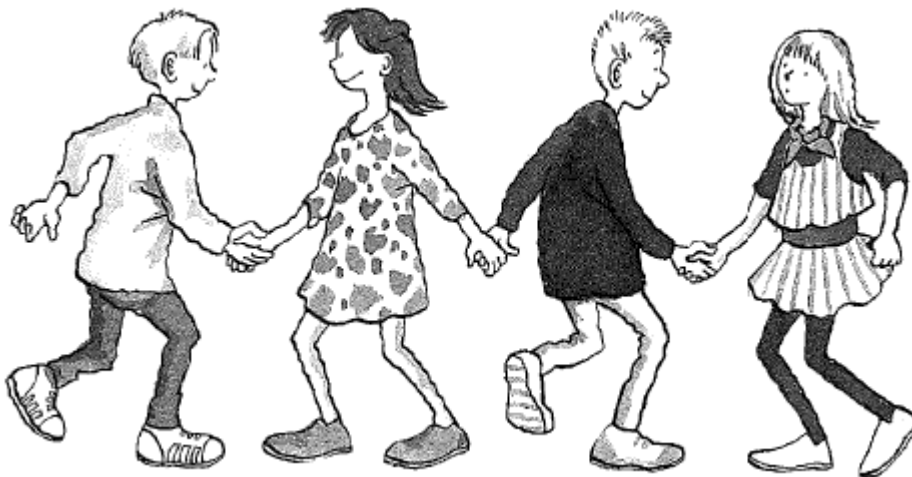
GROUP AND CLASS GAMES

Number chain

Note: If the size of the classroom makes it **impossible** to form a circle in the free space available, it is possible to do this activity by forming a continuous "loop" of learners in the spaces between groups / lines of desks. Have a suitable arrangement in mind before you start. Learners stand in a circle. The teacher says and demonstrates:

T: Wave your left hand / right hand.

When **right** / **left** are understood, learners turn to face a partner. If there is an uneven number of learners, the teacher joins in.



Then:

T: Give your partner your right hand and pass on to the next partner.

Now give your left hand and pass to the next partner.

Right hand and pass, left hand and pass.

When the learners are making the "chain" reasonably well (expect a bit of chaos!) they all say ONE as they give the first person their hand, TWO to the second person, and so on.

Variations

1. Start slowly, then speed the chain up.
2. Do the chain backwards, from twenty or thirty.
3. Say only odd numbers, or even numbers.
4. Introductions number chain.
Each time the T claps her hands, or on each multiple of 5, learners say to the person facing them:
L: Hello, or Hi, I'm ...

They may choose their own names, the names of one of the Wanda characters or the name of some favourite TV / cartoon character. :

*Ls: One, two, three, four – Hello, I'm Batman, Hi, I'm Michael
Laudrup – six, seven, eight, nine – Hi, I'm Jonas, Hello, I'm
Aladdin – and so on.*

Line ups (practises dates, spelling, etc.)

The class stands in a horseshoe shape.

They then have to reform the horseshoe depending on when their birthday is (learners with birthdays in January will be at one side of the horseshoe, those with birthdays at the end of the year, at the other side). Learners ask each other:

*L1: When's your birthday?
L2: In January, January 23
(don't worry about ordinal numbers).*

When the line has reformed, get each learner to say his birthday, so that they can see they are in the right place in the line.

Variation

To practise spelling:

Line up according to the first letter of your mother's Christian name.

L: My mother is A, for Anna

Fruit salads (practises nouns, adjectives, verbs)

Learners take their chairs and sit in a circle. Remove one chair, so one learner stands in the middle of the circle.

If the topic to be practised is fruit, each learner says the name of a fruit – some may choose the same fruit:

Ls: Apple, orange, banana, apple, plum, orange, etc.

When everyone has said a fruit, the one in the middle says:

L: I would like a fruit salad with some....apples, peaches, and bananas.

All the learners who have chosen these fruits must now change places, while the one in the middle tries to find a seat. If he succeeds, another learner will now be in the middle:

L: I would like a fruit salad with some pineapple, oranges and plums ...

and so on.

VARIATIONS

1. Numbers 1 - 10

Those in their seats choose a number from 1-10. The learner in the middle says:

L: One, three, five, seven.

If you play this in one of the first lessons, you may give learners numbered cards that they show after each round and hide when a new person is in the middle.

2. Colours

Those in their seats choose a colour. The learner in the middle says:

L: I like red, blue, green, etc.

All the learners who are wearing something in these colours change places.

3. Places in the town

Those in their seats name a place in the town and the learner in the middle says:

L: I went to the shoe shop, the supermarket and the swimming pool.

4. Animals

Those in their seats name an animal – the learner in the middle says:

L: In the zoo I can see lions, tigers and elephants.

5. Clothes

Those in their seats name an item of clothing and the learner in the middle says:

L: I am wearing a scarf, a T-shirt and jeans.

6. Verbs

Those in their seats name an activity and the learner in the middle says:

L: Every day I play football, watch TV and touch my toes.

OR

I like playing football, watching TV and listening to heavy metal.

You and your class will be able to think of even more variations.

The accumulation game (practises nouns, noun phrases and verbs)

In groups of four to six. (With smaller classes you can play it as a class game – eleven-year-olds are much better at remembering lists than we are.)

L1: At the zoo I can see lions.

L2: At the zoo I can see lions and elephants.

L3: At the zoo I can see lions, elephants and zebras

and so on. If you can't remember them all correctly you are out.

VARIATIONS

1. Clothes

In my cupboard I have a scarf ...etc.

2. Parts of the body

Learners touch the various parts of the body as they say them.

L1: Fingers.

L2: Fingers and eyes etc.

3. Things in the house

In my house I have ...

4. Verbs

I like ... (swimming, etc)

Every day I (play football, etc.)

I spy (practises spelling)

One learner says:

L1: I spy with my little eye something beginning with s.

The rest of the class has to guess:

Ls: Socks? Stine? etc.

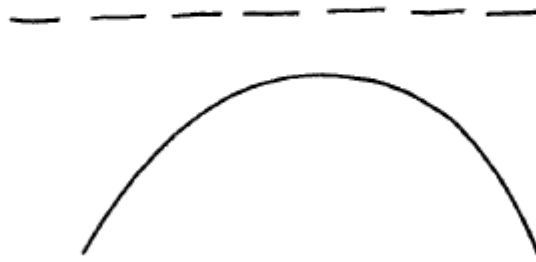
The learner who guesses correctly is the next to say:

L: I spy with my little eye something beginning with ...

Hangman (practises spelling)

One learner chooses a word and says it to or writes it for the teacher, who can then help if necessary.

He goes up to the board and makes the same number of lines as there are letters in the word. He also draws a hill:



The others in the class try to guess which letters are in the word, or the whole word. Letters correctly guessed are written in the correct place:

Is A in it?

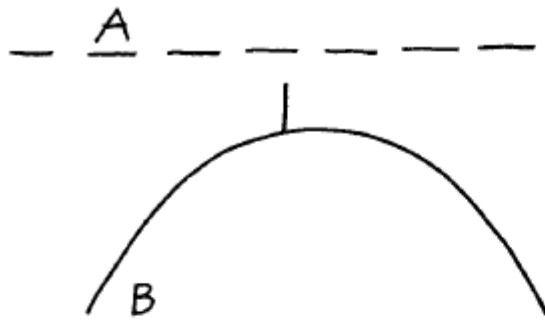
Yes, it is.



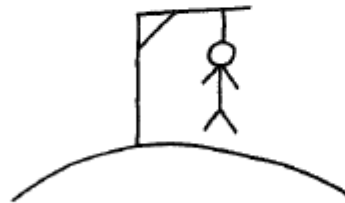
Letters guessed which are not in the word are written in the hill, and for each incorrect guess, more of the hanged man is drawn:

Is B in it?

No, it isn't.



A hanged man is composed of 10 incorrect guesses:



If someone guesses the word before the man is hanged, he has won and can take a turn at the board.

If the word is not guessed before the man is hanged, the learner at the board can choose another word, or choose who is to have the next turn.

Battleships (practises spelling)

Work in pairs, then groups of four.

Give pairs a copy of the grid. You can make it a bit bigger on the copying machine if you like.

	1	2	3	4	5	6	7	8	9
WANDA									
BORIS									
CLARENCE									
VLAD									
FRANKIE									

Pairs write in a secret message, horizontally on the grid. Maximum five words, no word longer than nine letters. The teacher may wish to correct spelling before the next phase, e.g.

	1	2	3	4	5	6	7	8	9
WANDA			T	O	D	A	Y		
BORIS		W	E						
CLARENCE						H	A	V	E
VLAD									
FRANKIE	E	N	G	L	I	S	H		

Each pair now gets another blank copy of the grid.

Each pair has to find the other's "secret message".

Pair 1 tries to find pair 2s message first:

Pair 1: Have you a letter in Wanda two?

Pair 2: No.

Pair 1 puts a cross in Wanda 2 to remind them that they have asked about that square.

They keep asking and crossing off or filling in letters until the whole message has been decoded.

They may guess whole words if they can or the whole message.

Then pair 2 asks, and pair 1 gives information.

What is it? (practises concrete nouns)

This can either be played as a class or in groups.

The teacher demonstrates first. She thinks of an object and on the board draws a line or two that forms part of the object she is thinking of.

L: What is it?

Learners try to guess. If they can't guess, then she draws a bit more of the object.

L: What is it?

And so on, until a learner guesses the object correctly. The learner who guessed correctly comes up to the board and starts to draw a new object.

The game can be continued as a class game or played in groups of four or five.

**Walking letters / words
(practises spelling, word and sentence formation).****YOU NEED:**

Pieces of card (preferably A4, but no smaller than A5) with a letter of the alphabet written on each, in large letters with a thick felttip pen. Make three of each vowel, and perhaps two of S, R, T, P, C, D, M, N. To begin with, don't give out Q, X, Z.

For phrase and sentence formation, make cards with words on them. Here are some suggestions:

Remember: a, the, there, it, my, I, your, you

Some adjectives: colours, sizes, qualities (e.g. nice, horrible)

Some concrete nouns for animals, clothes, rooms, food, etc.

Some simple verbs: like, have / has, is, are, am

Prepositions: in, on, at

Some blank cards.

Games with letter cards

Give each learner one or two letter cards. The class then moves around and sees how many words they can form. When a group has formed a word, they stand in a line holding their cards up. When as many words as possible have been formed, groups say (and if they have practised spelling, spell) their words. The rest of the class can comment if they think the word is wrongly spelled.

Games with word cards

Give each learner one or two word cards. As above the idea is to form a phrase or sentence with others.

Groups then display and read out their sentences.

Note: Nonsense sentences are acceptable (and fun)– as long as they follow the rules of English sentence structure.

I am a big green cat is fine

Cat green is me is **not** acceptable.

Here the teacher is the referee.

Learners may take a blank card and join in a sentence if they think they can improve it / make it more fun. They hold up their blank card and say the word they have thought of. No more than one blank per sentence or phrase.

1. Make the longest sentence possible.
2. Try to make two or three linking sentences.
3. Stand so that your sentence is mixed up and let the class guess what you were thinking of. The class tells the group how to rearrange itself so that the cards form a readable sentence.

Hunt the thimble / Tampen brænder (practises prepositional phrases)

Choose a small object to be the **thimble**. One or two learners go out of the room while the rest of the class decides where to hide the object. The others come into the room and ask:

Ls: Is it in a bag? Is it near the blackboard? etc.

The class: No, it's not. / Yes, it is.

Tampen brænder in English is **You're warm. – You're getting warmer.**

Variation

In groups. Choose one of the double page picture spreads in **Wanda's World**.

Someone in the group chooses a detail of the picture and the others have to guess what / where it is:

Ls: Is it in Wanda's kitchen? etc.

Suddenly statues (practises word recognition)

Everyone knows the game of statues – the learners move round the classroom in time to music, and when the music stops they “freeze”. Anyone not “freezing” or moving in any way is “out”. Here is an English learning version.

Learners find space on the floor. The teacher gives instructions:

T: Walk slowly round the room and hop and wave your hands and
SUDDENLY ...

Whenever the teacher says SUDDENLY the learners “freeze” .

Learners who don't freeze quickly enough are “out”. After a couple of tries, one or two of the “out” learners can give the instructions.

Variation

Story statues. The teacher tells a story and the learners mime to it. Each time a particular character is mentioned, they “freeze” (the Wolf in *Little Red Riding Hood*, for example).

What's the time, Mr Wolf? (practises clock times)

This is a classic, but just in case you don't know it:

You need plenty of space for this one, and it's noisy so choose the school yard or gym if your classroom isn't big enough.

One learner is Mr Wolf and stands with his face to the wall. The rest of the class stand in a group at some distance to him. They ask:

Ls: What's the time, Mr Wolf?

Mr Wolf: It's one o'clock, two o'clock, etc.

When he answers, the whole class takes large steps towards him, one step for one o'clock, two for two o'clock, etc.

When Mr Wolf thinks that the class might be within “catching distance” he answers:

Mr Wolf: Dinner time.

He turns round and tries to catch one of the others. If he is successful, the person he catches becomes “Mr Wolf” and the game starts again. If he doesn't manage to catch anyone, then he is “Mr. Wolf” again.

Can I cross the river, Mr Crocodile? (practises simple phrases)

While you're in the gym / yard for "Mr. Wolf", here is another action game:

In chalk draw two lines about two metres apart to mark the "river". One learner is "Mr Crocodile" and stands in the "river". The others form a group on one side.

The group asks:

Ls: Can I cross the river, Mr. Crocodile?

Croc: You can cross the river if ... (you are wearing a red T-shirt / white socks / if you have long hair, etc.).

Those who are wearing a red T-shirt or whatever can walk calmly across the river. The others run across the river, and Mr Crocodile tries to catch one of them.

He cannot go outside the river. If he catches someone, he becomes another crocodile and the game starts again. The game is finished when all the players are crocodiles.