

Game	Set up	Play
<b>Rock, Paper, Scissors!</b>	<b><u>In pairs</u></b> Assign a function to each shape, e.g. <i>rock = adjective, scissors = noun, scissors = verb</i> ; or <i>rock = problem, scissors = past, scissors = future prediction</i> ; <i>rock = all words learnt on Mon., scissors = ...on Tue., paper = ...on Wed.</i> Assign a topic.	In pairs or teams, students throw the shapes and the losing person has to say the word / sentence / fuse function corresponding to their shape.
<b>Pass it on!</b>	<b><u>In groups (larger class) or as a whole class (up to 12 students)</u></b> Each student writes one new word / collocation on a piece of paper. Alternatively, use images, if you have spare pictures corresponding to specific topics. This provides good controlled practice of word forms.	Initially, each player has 20 seconds to a) use the new word in a sentence / come up with a synonym, collocation, etc. – and say in to their partner. Alternatively, they describe something from their images. Then they pass their paper to the person on their left (please note, they don't SWAP, but pass the papers ON). Eventually, the papers will return to the original players. This way, students will have used as many words as there are students in class / in their group.
<b>Pecha Kucha</b>	<b><u>In pairs</u></b> Prepare slides with one item of vocabulary on each slide / one word per page. (up to 20 words)	Partner 1 starts. Set a time limit of 20–30 seconds per word. Show the first word. The student has to make a sentence (more than one for higher levels) with it. 20–30 seconds later, change the slide – the student has to make another sentence – change the slide – another sentence. Do this for about five words, then tell partners to swap. Gradually, reduce time and increase the number of words per round.
<b>Sticky words</b>	<b><u>In teams</u></b> You need a suction ball or any small ball. Write all the words you want to focus on the whiteboard. To make the game more exciting, write points next to each word.	The players from each team throw the ball at the board. They should come up with a synonym / antonym / definition / collocate / example (you decide!) To engage other students, get everyone to write their answers on mini-boards and award half points if the team can help the player. The team with the most points wins!
<b>Odd ones out</b>	<b><u>In teams, pairs or individually</u></b> With literally ANY set of words. Write any three- four words you want to focus on the board	Tell students to choose the odd word out and to justify their choice E.g. <i>Unemployment</i> <i>However</i> <i>Healthcare</i> <i>Stability</i> <i>Child</i>

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<b>The die, spinner, coin, etc.</b>	<p><b><u>In teams or pairs</u></b></p> <p>Write any 6 words or collocations (linking words, prepositions, prefixes/suffixes, question words)</p> <p>E.g. 1. However; 2. Moreover; 3. Despite; 4. Not only... but also; 5. In order to; 6. Therefore.</p> <p>Choose any 6 topics</p> <p>E.g. 1. Environment; 2. Technology; 3. Food; 4. Hobbies; 5. Family; 6. Advertisement</p>	<p>Tell students to roll the die twice: First, to choose the topic and then to choose the word to use within that topic. The combinations can be endless!</p> <p><b><i>If you have no dice, toss a coin or make a spinner: draw a circle, divide it into as many sections as you like, complete the sections with the words you'd like to practice and use a pencil or a paperclip to spin and choose the words.</i></b></p>
<b>Missing parts</b>	<p><b><u>In teams or pairs</u></b></p> <p>A simple guessing game – just remove all vowels, consonants, or middle letters from the TL words you want to revise.</p>	
<b>Ask an expert.</b>	<p><b><u>In pairs</u></b></p> <p>Make student an expert / a “minister” in one IELTS topic, e.g. a Minister of Transport, Education, Social Security, etc.. In a larger class, assign one role to a group of 2–3 students.</p> <ol style="list-style-type: none"> <li>1. Each expert brainstorms a list of topic words specific to their field on a separate piece of paper.</li> <li>2. Students write 3–4 question “starters” (How could you improve...?, Why is there a problem with...?)</li> <li>3. Get students to sit facing each other like in “speed dating”.</li> </ol>	<p>Give each pair 3 minutes to interview each other before changing partners. To add focus on vocabulary, tell students to swap their wordlists and tick the words off as their partners use them in their answers.</p>
<b>Things to do with a banana</b>	<p><b><u>In teams or pairs</u></b></p> <p>To introduce the idea of the game, students to come up with a list of as many unexpected uses for a banana as they can. Then choose any item of TL you want to practice and encourage them to do the same.</p>	<p>Set a time limit and tell students to brainstorm uses, applications, solutions to the problem, etc. – using this word.</p>
<b>Scatter Sheet</b>	<p><b><u>In teams or pairs</u></b></p> <p>Make a scatter vocabulary sheet on an A4 piece of paper or the whiteboard. Randomly write all the words you want to revise – in any direction, upside down, etc. Aim at about 15–20 words. Make enough copies for each pair.</p>	<p>Demonstrate the task by asking one student to choose the word and describe it to the class. When someone guesses it – circle it. Students should take turns and try to guess as many words as they can.</p>

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<b>One-upmanship</b>	<p><b><u>In teams or pairs</u></b></p> <p>Explain the concept of one-upmanship: “an effort to show that you are superior to those you are competing with”. Start by telling a simple story on any topic given.</p>	<p>Invite one student to tell a similar story but to top it in some way- ideally using one unit of TL you haven’t used. Each student, in turn, tries to top the previous student’s story – you may focus on content or language.</p> <p>When the concept is familiar, do this for Speaking part 2, when students “top up” each others’ answers with exaggerated details.</p>															
<b>Three row races</b>	<p><b><u>In teams, pairs or individually</u></b></p> <p>Make a simple grid and fill it out with TL. Write the hardest words in the shortest line and the easy words in the longest line. Tell students to choose a line they want to race on.</p>	<p>Students take it in turns making sentences with the words in /giving good definitions. They can move on to the second square in the next turn only if they’ve come up with a satisfactory example for the word in the first square.</p> <table border="1"> <tr> <td></td><td></td><td>recycling</td></tr> <tr> <td></td><td>greenhouse</td><td>resources</td></tr> <tr> <td>menace</td><td>purify</td><td>ban</td></tr> <tr> <td>trawler</td><td>populous</td><td>CO<sub>2</sub></td></tr> <tr> <td>overgrazing</td><td>habitat</td><td>harmful</td></tr> </table>			recycling		greenhouse	resources	menace	purify	ban	trawler	populous	CO <sub>2</sub>	overgrazing	habitat	harmful
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<b>(S)Categories G</b>	<p><b><u>The old school classic</u></b></p> <p>Put students into teams and write any vocabulary categories on the board.</p>	<p>Call out different letters of the alphabet, and the teams should race to think of a word beginning with that letter for each category. This can be done in their notebooks and then read out, or on the board.</p>															
<b>Name ten (3, 5, etc.)</b>	<p><b><u>In teams or pairs</u></b></p> <p>Have students think of 10 items that fit particular criteria. For example: Jobs where you have to wear a uniform, types of food that should not be served at school, qualities of a perfect friend, ways to reduce traffic congestion.</p>																
<b>Associations chains</b>	<p><b><u>In teams or pairs</u></b></p> <p>Write two random words from the TL set on the opposite sides of the whiteboard, like this:</p> <p><i>spill</i> <span style="float: right;"><i>fairtrade</i></span></p> <p><i>Draw a number of lines between the words – depending on how many words you want students to come up with to “link” these two unrelated words.</i></p>	<p>Students need to invent a story / (or simply list other words) that will take them from word 1 to word 2 in as many steps as there are lines between the words.</p> <p>When students are familiar with the format, add a time limit, points, etc.</p>															
<b>Invent a title</b>	<p><b><u>In teams or pairs</u></b></p> <p>Elicit the words you would like to revise from the students.</p>	<p>a) Using the vocabulary on the board, students can create a title for a book / video blog / song they would want to read / watch.</p> <p>b) Circle any groups of three words (about five groups in total). Tell students to come up with a title of the book / song, etc. where these words could be used.</p> <p>c) Tell students to invent a short slogan, name of product, a university course, etc. using these words.</p>															