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A MANUAL ON LANGUAGE GAMES FOR PRIMARY CLASSES



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi – 110024

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स्वाध्यायान्ता प्रमदः

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PREFACE

The importance of language in the life of any human being needs no emphasis. Language plays a very important role in the all round development of a child. It shapes the child's world, gives him / her means of expressing himself / herself, contributes to his / her emotional growth, besides academic and all other aspects of life.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills- listening, speaking, reading and writing. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.

The position paper on teaching languages with reference to NCF-2005, talks about certain basic principles that should inform our language teaching methods, and suggests that every teacher will evolve his or her specific method depending on a variety of social psychological, linguistic and classroom variables. The new dispensation must empower the teacher to use his or her space in the classroom more effectively and innovatively.

The teachers need to explore the cognitive potential and interests of the learner to adjust their language teaching methodology.

The games and fun activities can become instinctive force to create conducive environment for acquiring all four language skills that need to be focused in the language classroom. Language Games would be an effective pedagogy in teaching second language in a joyful way. Games offer students a fun-filled and relaxing learning atmosphere.

The benefits of using games in language-learning can be summed up as follows: Games....

- are learner centered.
- promote communicative competence.

- increase learning motivation.
- reduce learning anxiety.
- integrate various linguistic skills.
- encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
- foster participatory attitudes of the students.
- are helpful in Language acquisition.
- cater the diverse learners of classroom.
- build communicative, positive and enthusiastic environment in class.
- enhance sense of cooperation and coordination among students.

In the light of above this manual titled “ Language Games” has been developed for primary classes. Demand for fun filled interactive teaching and taking up language games by primary school teachers provided the stimulus for understanding the present task.

The manual describes a variety of innovative games that can be used in language classrooms. This manual tries to provide such ready to play games to the teachers to improve teaching learning of second language i.e. English.

In essence it seeks to present an approach and open vistas for language games so essential for young children in the age group of 7 to 10 years. It ventures to specify a number of language games that are necessarily required for preparing children for acquiring basic language skills. The language games that are developed in this manual keeping in mind the constructivist approach.

The Language Games are presented in a graded manner having three levels in each skill - Beginner, Intermediate and Advanced level taking care of Present classroom to help the students in acquiring the basic language skills either one or more. Beginner level is consisting of more basic and easy level, Intermediate level comprises of the games for average level of students in classroom whereas advanced level games are for above average students. Hence these levels cater to the diverse learners. All the skills are given due importance. Coordinators and development team have given equal weightage to all the skills and therefore presented in almost equal proportion of about 10 games of each skill. The manual is divided into four sections that are arranged systematically according to the sequence as Listening, Speaking, Reading and Writing. These games are meant for primary level but can also be extended to elementary level by adding more complexity in them and incorporating variation in them. This manual caters to day to day real life situations that make their language learning enjoyable and help them in retaining it for a longer time period.

As an initiative of happiness curriculum in Delhi schools, a purely activity based project is a motivating factor for this manual. A manual of fun activity of this kind is an instrument for attaining the desired goal. The games given here will serve as an asset for the primary teacher in transacting them in the classes.

The teachers may view these games/ideas more as guiding norms rather than as structured methods and plans. The teachers may feel free to use flexibility in the classrooms. Moreover, teachers can get insight and prepare more games according to the need of the students, their level and availability of resources. While preparing these games it was kept in mind that if required in any game low cost material or easily available materials should be used.

This manual consumed a lot of hard work and planning. This work would not have been possible without the support of our dedicated team and our organization. Therefore, we would like to extend our sincere gratitude to all of them.

We, the coordinators, are thankful to Director SCERT, Delhi for her unconditional support and for providing necessary guidance. We are thankful to Joint Director, SCERT and Principal, DIET Keshavpuram for their support and guidance.

We would like to express our sincere thanks to our team members for providing expertise in developing this manual.

Coordinators



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GROUP-A (LISTENING & SPEAKING)

1. Follow the Instructions

Focus : Action words

Skill : Listening

Level : Beginner, Medium, Advance

Material required : Slips with various instructions written like:

- a. open the door.
- b. sit down.
- c. open your book at page 5.
- d. write your name on the blackboard.
- e. switch on the fans.
- f. go near window



Procedure:

1. Teacher divides the class into two groups of equal size.
2. Teacher gives them identical numbers from one onwards.
3. Teacher calls out a number.
4. The children with the number in both the teams run towards the teacher.
5. Teacher gives them a slip with an instruction.
6. The child who reaches first gets the slip and reads out the instructions.
7. The other child follows/obeys the instructions

For example: The instruction is “close the door” the child will go and close the door.

2. RED LETTER 'A'

Focus : Spellings

Skill : Listening

Level : Beginner, Medium, Advance

Material Required : None

Procedure :

- Make groups of around 11 children and make one of them as moderator.
- Ask moderator to stand at a place near a wall and rest of the children at some distance.
- Ask the moderator to stand with his back towards other children (children can't see his/her face) and to shout any letter say 'red letter N'.
- Jump a step ahead if your name has letter 'N' in it. Jump twice if it comes twice and likewise.
- Give different letters and children with the given letters in their names jump towards the moderator.
- Ask the moderator to turn his/her back immediately towards rest of the children to see who is jumping.
- Ask the moderator to identify the jumping child and declare him/her 'out'.
- Give a place near the moderator to the 'out' child.
- Continue the game till all the children are out.
- Ask all to run towards the starting line once all are out.
- Ask moderator to catch/touch any one of them to find a new moderator in his/her place.

Variation:

Children can be given other words as well and then they will jump if the letter given by the moderator comes in the word assigned to them.

The game can end if all the children are out and moderator for the next game can be the first child who got out.

3. WATCH ME

Focus : Sentence

Skill : Listening, Speaking

Level : Medium

Material Required : A Picture with Many Objects (Example is given below)

1. Flower
2. Bulb
3. Eye
4. Apple
5. Sad Smiley
6. Clock
7. Leaf



Procedure:

1. Divide the class into two teams.
2. Show pictures to the students.
3. Ask the students to remember the things in the pictures as carefully as they can.

4. Ask the students, “Are you ready?”
5. Remove the picture,
6. Start the game by asking the questions.
7. A set of questions (for example)
 - i. How many petals does the flower have?
 - ii. What is the time by the clock?
 - iii. Is face sad or happy?
 - iv. What is the number on the picture?
 - v. Is the bulb lit?
 - vi. Name the fruit on the picture.
 - vii. What is the number?
 - viii. What is the colour of the flower?
8. The team with maximum points will win the game.
9. The teacher writes the correct answers on the board.
10. Meanwhile all the children will be asked to write /copy the sentences.

Variation:

It can be extended to various objects with variable questions / or pictures from the lessons:

It also works for Reading and Writing Skills.

4. HOT SEAT



Focus : Vocabulary and Sentence

Skills : Speaking and Listening

Level : Advance

Material Required : Chalk, black board and 2 chairs.

Procedure:

1. Divide the students into two groups.
2. Choose one student from each team to come forward and sit on the hot seat facing the students
3. The teacher will write one word for each team on the blackboard and make sure the students on the hot seat do not see the words.
4. One student from each group will stand up and act about that word or give hints.
5. The student on the hot seat has to guess the word. The one who tells the right word will get one point. The same will be followed by other students.
6. Encourage them to use English only

Instructions:

1. Students should maintain discipline while playing the game.
2. One student will come at a time.
3. Use only English for conversation.

Illustrations:

Let the word be CAR.

Then the students may say.

“Four-wheeler runs very fast”.

For the word CAR, The students may also say “Audi is one of its companies”.

Learning Outcome:

1. Speaking skill will be enhanced.
2. Enhancement of imagination power.
3. Vocabulary will be enriched.

5. BE THE KING

Focus : Nouns/ Pronouns/ Verbs/ Adjectives/ Adverbs Etc.

Skill : Speaking

Level : Medium

Material Required : Ball

Procedure:

- Make the students stand in a circle. Take a ball.
- Name a category or theme such as nouns / things found in a kitchen / food items / professions / pronouns / verbs / adjective etc.
- Begin by tossing the ball at a student.
- Speak a word related to the theme and continue the game by passing the ball to another child and speaking theme related word.
- Give variations in the game by changing the theme after a round or two and continue it for a while.
- Repetition of the word and not speaking any words makes a child out.
- Declare the last left child 'king'.

Variation:

The game can also be played by giving themes like start off with 'something blue' / 'something sweet' etc.

Some concrete themes can also be given to avoid any confusion.

Note to the Teacher:

This game is fast paced however it allows children to think for some time and speak as well. It encourages peer learning. It gives children opportunity to learn words from Listening.

Even if a child is out, he keeps on learning by Listening to others.

6. DOG AND THE BONE

Focus : Pair of words {Opposite Words/ Word Meanings/ Synonyms/Antonyms Etc.}

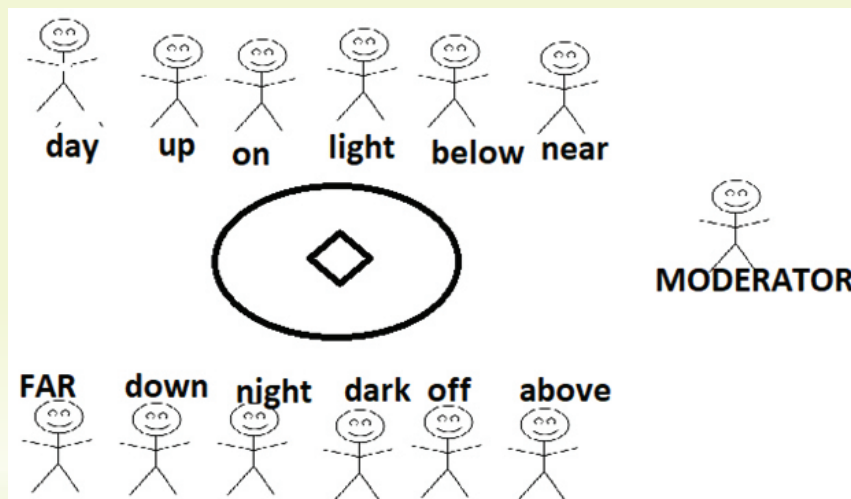
Skill : Listening

Level : Advance

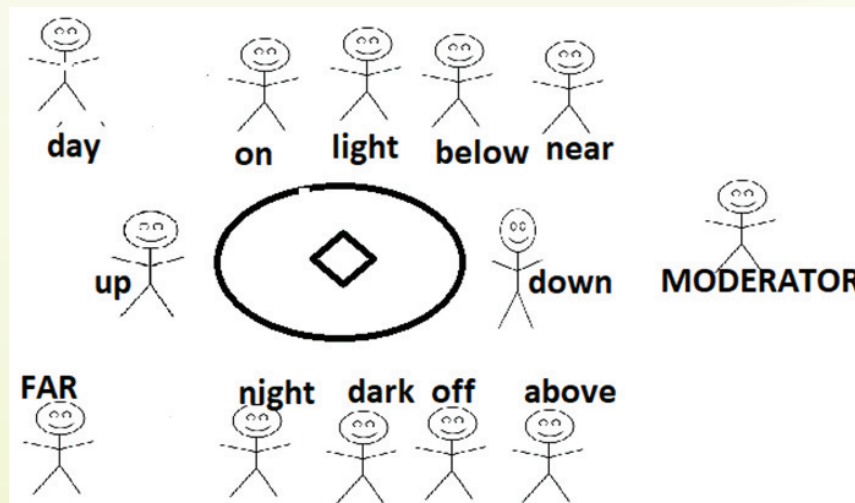
Material Required : A hand-ker-chief

Procedure :

- List number of words on black board.
- Ask children to suggest opposite words/pairs and list them on board.
- Make groups in class (even in number) having 5 to 8 children in each group.
- Name half number of the groups as A and the other half as B. Make group leaders.
- Group leaders of group A& B shall come together and select opposite word pairs for their group members.
- Assign the selected pairs to each member of the group in a way that all one side of the opposite pairs are given to group A and their respective opposite words are assigned to group B.
- Ask all the groups to do the same.
- Now the game starts.
- A hand-ker-chief shall be kept in center as shown in example.



- Assign a moderator to each playing group.
- Now the moderator calls the name of a player 'up' then the child from team A with name 'up' will come near the circle of hanky and simultaneously child from team 'B' with name opposite to 'up' shall also come near hanky.
- Now both of them will try to pick the hanky from the circle and go back to their respective teams.
- One who picks up the hanky and succeeds in reaching one's team before the other team member can touch/catch him, wins and the other one is out.
- Game goes on till all the members of any team are out.



Variation:

Instead of opposite words the game can also be played for word-meanings / rhyming words/ plurals/ antonyms/ synonyms etc.

Note for the Teacher:

Game involves instant reaction towards the 'name' taken by the moderator so that both the team members reach almost simultaneously to the circle to pick the hanky. Enough practice for opposite words pairs can be given before starting the game. This game can be played in corridors or ground whichever is suitable/feasible for the class. Game can also be played at other Levels as well.

7. FIT OR NOT?

Focus : Listening comprehension to develop a sense of appropriate responses , vocabulary

Skill : Listening

Level : Advance

Material Required : Slips of paper

Procedure :

- Prepare a number of conversational one-line utterances and one or more possible follow-on lines for each of them. make lines on separate slips of paper. Examples are given below:
 1. There is a parrot in the fridge.
A parrot? Impossible!
Who told you that?
That's a ridiculous thing to say.
Are you kidding me?
 2. I am sorry, but you cant go in there.
Do you realize who I am?
 3. Would you like to wrap it up for you?
Don't worry. I will take it as it is.
 4. Whose fault is this?
You can say that again.
 5. Why do you ask me that?
Have you ever had malaria?
 6. Are you on diet?
No. why do you ask?
As a matter of fact, I have.
 7. Didn't I see you with Rashmi last evening?
We are going to Pune for a holiday.
 8. Some people have all the luck.
You are throwing your money away.
I think its immoral.

It won't make her happier.
Thank you so much for your help.
No, why do you ask?

9. Who did this to you?

You need not thank me for this.
Would you like me to take it out for you?

- Explain the students meaning of all the sentences given on the slips.
- Give a slip of paper to each child with a sentence on it.
- Ask children to find their partners having slips matching their own.
- Explain that there may be many 'fits' with other sentences.
- Ask them to find new combinations rather finding the 'right' one.

For example:

'There is a parrot in the fridge.' It could be followed by any of the following utterances:

Would you like me to wrap it up for you?

Would you like me to take it out for you?

I think it's immoral.

As well as obvious matches, such as, 'There is a parrot in the fridge.' A parrot?
Impossible!

- Ask children to practice saying sentence on their slips till they feel confident.
- Utter sentences to one another. Declare a sentence as 'fit' as you find one.
- Write on your notebook and try to find another.
- Find your 'fit' as amusing or dramatic as possible.
- Declare the child winner with maximum 'fits'.
- Discuss all the combinations with the class.

Variation:

A text from their book can also be taken and children can be asked to play the same game by finding other amusing 'fits' for the given text.

Note to the Teacher:

This is a very productive and funny game. It is, however, important that students understand that any utterance may match more than one utterance. They must be motivated to look for creative combinations.

8. FILL THE CORNERS

Focus : Parts of speech.

Skill : Listening

Level : Advance

Material Required : Chalk/Marker

Adjective	Noun
Verb	Preposition

1. Choose a place and mark the four corners.

Procedure:

1. Collect a list of words (example- Delhi, on, in, good, beautiful, Ram, dance, love, lion, car, toy, of, before....)
2. Play the game with a group of 20 children.
3. Choose a word like 'Delhi' and say it loudly.
4. Classify the word in a noun / verb / adjective / preposition and ask the learners to occupy the appropriate corner.
5. Make the children move in a circle till the next word is announced.
6. Announce the child out who is at a wrong place.
7. Announce the last player as winner.

9. MUSICAL CHAIR

Focus : Giving discription / telling a story

Skill : Listening

Level : Advance

Material Required : Chairs

Procedure:

- Arrange the chairs in a circle with one chair less than the total number of students.
- Ask the students to move around the chairs as soon as the song/poem is sung.
- Ask the students to take a seat quickly as soon as the teacher says 'stop'.
- The Student left out without a chair, is a loser in this round.
- Ask the left out student to describe some important event in his/her life to the class / tell a story / recite a poem.
- Repeat until one player is left.
- Declare him/her winner.

Variation:

Song/poem can be played on the tape recorder. The left out student can be asked to perform any activity of his choice.

Note to the teacher:

This game is very productive and funny. It helps to improve their listening skill and respond to the command actively.

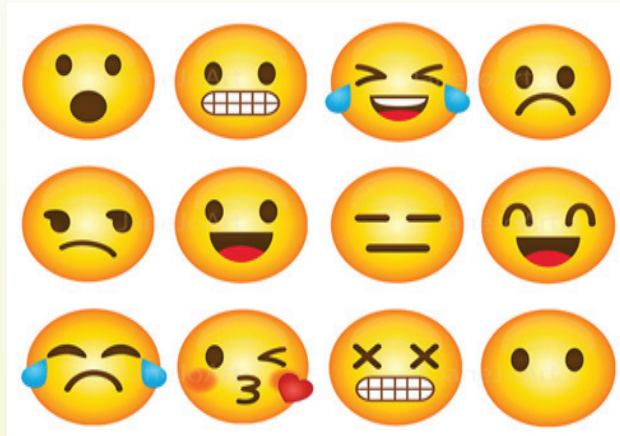
10. EMOTE WITH EMOTICONS

Focus : Sentence Structure, Adjectives

Skill : Speaking

Level : Medium, Advance

Material Required : Emoticons



Procedure:

- Divide the class into four groups.
- Call one student from first team.
- Ask the child to randomly pick an emoticon from the box of emoticons.
- Ask the child to speak a sentence that denotes that particular emotion.
- Make the other students of the team guess which emotion is being depicted.
- Award them 10 points if they guess it correctly.

Example:

A child from first team comes and picks up an emoticon card

The child says,” oh! That’s a great joke”

The team says ‘laughing’.

The teacher can ask them what the feeling is. The team says, ‘happy’.

The team gets 10 points.



Variation:

We can add another set of cards which can have situations written on them. The child has to make a sentence depicting that emotion in that particular situation.

Note to the Teacher:

Lead the students through questions to elicit the emotion in the form of an adjective like happy, sad, shy, embarrassed etc. write them on blackboard when they come up as the game progresses. At the end of the game, this list can be used to discuss adjectives.

11. CIRCLE AND BALL

Focus : Opposite Words

Skill : Speaking

Level : Medium, Advance

Material Required : Rubber ball

Procedure:

1. Make the students stand in a circle and a student stands in the centre of it.
2. The student in the centre speaks out a word and throws the ball towards a student in the circle.
3. The student getting the ball will speak the antonym of the word
4. If a student doesn't give the answer, it will pass to the next student.

If none gives the answer teacher acts as a facilitator and gives some clues.

Instructions:

1. Students stand in a circle and 1 student stands in centre of it.
2. Then he/she may throw the ball towards any of the student who speaks the antonym of the word spoken by the hitter.
3. Award 5 marks for correct answer.
4. One who gets highest marks will be the “Star of the day”.

Example:

Happy, bright, unhappy, depressed.

Variations:

may use spellings or synonyms or sounds

12. LAST MAN STANDING

Focus : Vocabulary

Skills : Listening, Speaking skills

Level : Medium, Advance

Material Required : Ball



Instructions:

1. Only the student who catches the ball will speak.
2. Speak on your turn.

Procedure:

1. Teacher will divide the class in two teams Team: A and Team B.
2. Teacher will name a category or theme, such as things found in a kitchen, food, professions, and so on.
3. Game begins by tossing the ball at a student. That student will shout a word related to the theme and throw the ball.
4. A person, who catches the ball, needs to come up with another word that fits the theme.

5. If they repeat a word that has already been said or can't think of a new one within 10 seconds, they are out.
6. The game will continue for 25 min. only.

Illustrations:

Teacher will give the theme “stationery” and pass the ball to the team. The student who catches the ball will speak the word, say pen and throw the ball towards the opposite team, and he will say another word say “scale” this will go on for 25 minutes. The student who repeats the word or is not able to answer within 10 seconds will be out. For making it more interesting and challenging, the teacher can change the theme during the game.

Learning Outcome:

It allows students some time to think. It also encourages peer learning as students will pick up words they listen.

13. THROW THE BALL

Focus : paragraph writing

Level : Medium, Advance

Skills : Speaking and listening

Material Required : Paper, ball

Procedure:

- 1) This game is played individually.
- 2) The teacher gives a theme like-playground, my school, a village fair etc.
- 3) Each child has to speak a word related to the theme.
- 4) The student who is not able to answer is out.

Variation:

- It can be used in class 4&5 for character sketches.

Note for the teacher:

ensure that every child gets a chance



14. HANGMAN

Focus : Prediction

Skills : Listening and Speaking

Level : Medium, Advance

Material Required : Blackboard and chalk.

Instructions:

Students play until they guess the word correctly (they win) or the teacher completes the diagram (they lose).

Procedure:

1. Divide the class in groups of 5-6 students.
2. Think of a word and write the number of letters on the board using dashes to show, how many letters are there.
1. Ask students to suggest an Alphabet, if it appears in the word, write it in all the correct spaces.
2. If the letter does not appear in the word, write it off side and begin drawing the image of a hangman.

Learning outcome:

Enhances their logical Skills and improves their spelling and vocabulary.

Variations:

The students play dumb charades and show the number of letters in a word by showing fingers and gestures.



15. GUESS THE WORD

Focus : Vocabulary

Level : Medium, Advance

Skill : Speaking

Material Required : Chart paper, bold marker, Fevicol, scissors etc.

Instructions:

All the students have to participate as per their turn without any cheating.

Procedure:

1. Teacher writes difficult words on one chart paper related to their lesson/textbook.
2. Teacher writes basis like- definitions, synonyms, antonyms, prefix, suffix etc. on another chart paper through which children can guess the word.
3. Teacher tells the students antonym of a word related to any single word written on first chart paper and students have to guess the word.

The Teacher can also give definition or any other clues.

Learning outcomes:

1. Builds vocabulary.
2. Students are also able to learn antonyms, synonyms, prefix, suffix.
3. Focuses on Speaking Skills.

Variations:

Students can also be divided into groups. Teacher asks one student from 1 group and show the word without showing to other members of that group, That student has to give clues to the group members on the basis of syllable, antonym, definition etc and group has to guess that word.

16. ROLL A WORD

Focus : Vocabulary, Sentence framing

Skills : Speaking

Level : Medium, Advance

Material Required : A dice, Blackboard, chalk

Instructions:

1. There are two teams: Team A and Team B
2. One member from each team has to come ahead turn wise and roll the dice and according to number give the answer.
3. Correct answer +point and wrong answer -Point team with more marks will be the winner.

Procedure:

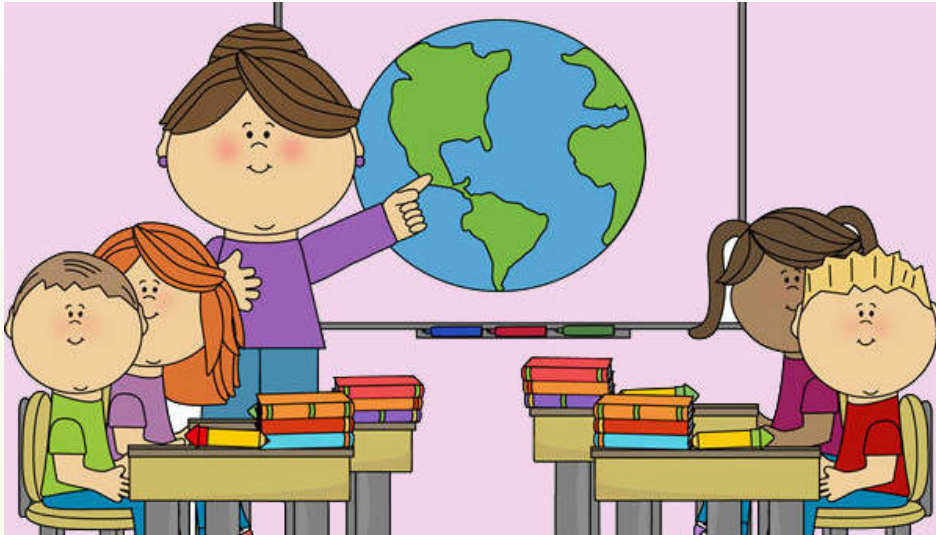
Teacher will divide the class in two teams: Team A and Team B and list some words on the blackboard. Afterwards a student from team A comes ahead and rolls a dice if

1. 1 comes, team has to make a sentence using a word
2. 2 comes, Picture of word.
3. 3 comes, synonym of word.
4. 4 comes, antonym of word.
5. 5 comes, Definition of word.
6. 6 comes, speak word three times continuously.

Variation:

Teacher will not list the words, she will ask them to list the words/name of objects present in their surroundings.

17. WORD TRAIN



Focus : Framing Sentence

Skill : Speaking

Level : Advance

Material Required : A notebook and pen/ chalk and blackboard.

Instructions:

1. Activity should be performed in groups.
2. Each team will get maximum 2 minutes to speak.

If any team fails to answer, the word would be passed on to the next team and so on. The loser would be the one with maximum negative marks and the winner will be the one with minimum negative marks. (The team which fails to speak up in 2 min will get one negative marks i.e. -1)

Procedure:

1. The class is divided into groups.
2. The teacher gives a word to the first team to make a sentence with that word.
3. The next team will do the same but with the last word of the sentence formed by the previous team.

Example:

1. Suppose a teacher gives the word “chair” to a team. They have to make a sentence starting with chair. Like:- Chair is made of wood
2. The next team will make the sentence starting with wood. Like: - Wood is used for making furniture.

18. CHALLENGE

Focus : Grammar (interrogative sentence formation)

Skill : Speaking

Level : Advance

Material Required : flash cards

Procedure:

1. Divide the class into four teams.
2. Call one student from first group and ask him to sit in front facing the rest of the students.
3. Show the class a flash card with a picture of an object on it.
4. Make sure the child sitting in front can't have a look at the picture.
5. Ask the child to ask up to 20 'yes/no' questions to their team to help make a guess what that object is.
6. Allow one guess to the child after each question.
7. Score the team on the number of questions they have left after the child has guessed correctly.

Example:

A child from the first team comes and sits facing rest of the students.



This flash card is shown to the class except the child sitting in front. The child will start posing 'yes/no' questions to their team.

1. Child: is it solid?
Team: yes
Child: door
Team: no
2. Child: do we use it?
Team: yes
Child: shoes
Team: no
3. Child: do we have it at school?
Team: yes
Child: books
Team: no
4. Child: do we use it daily?
Team: no
Child: stereo
Team: no
5.
And so on.

Variation:

Instead of asking just 'yes/no' questions, the child could also ask questions that require the team to answer using describing words. For instance,

Child: what is the shape of the object?

Team: sphere

The describing words being provided by the class can be jotted down on the black-board and later a discussion on adjectives can be carried out in the class.

A note to the teachers: The students will learn to speak the language in their eagerness to make the right guess and win the game. The students will form an idea about the formation of 'interrogative sentences.' the excitement of the game will keep the students engrossed. It is better to avoid correcting the students while they are asking questions about the object. The teacher can repeat the structurally correct question for all in a way that they are not discouraged.

19. GUESS ME!

Focus : Sentence structure, Describing words (grammar)

Skill : Speaking

Level : Advance

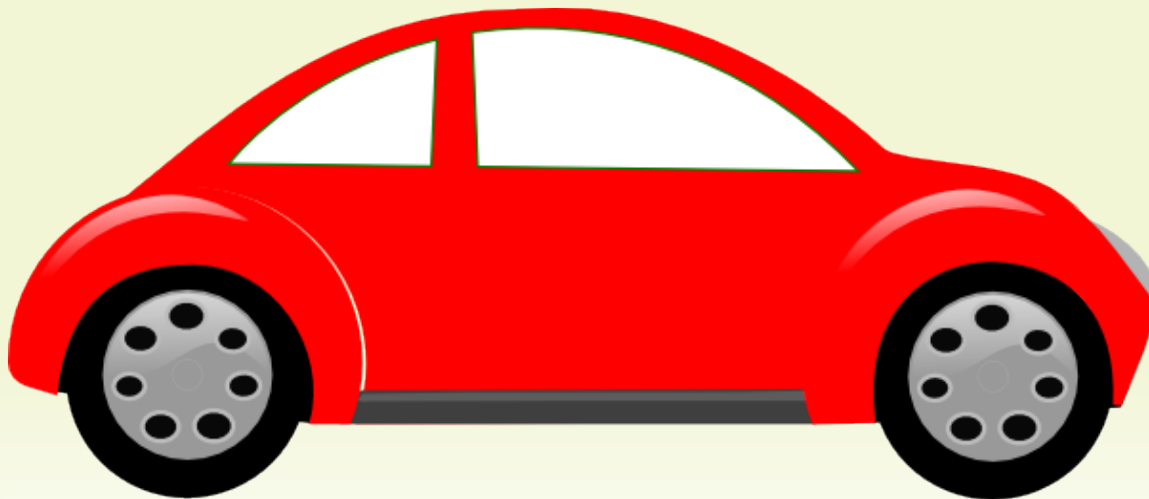
Material Required : flash cards

Procedure:

1. Use flash cards to make pictures of objects that can be recognized by students.
2. Divide the class into four groups.
3. Call one student from first group and ask him to pick a card.
4. Ask that student to describe the picture without naming the object in the picture.
5. Ask them to limit their description to 10 sentences.
6. Score the team on the number of sentences they have left after the team has guessed correctly.
7. End the game the moment they make a wrong guess and award 0 point to the team.

Example:

A child from the first team comes and picks the following card.



The child starts explaining.

1. It is a vehicle.
2. We use it to commute by road.
3. Four people can sit in it.

The students guess 'car'.

They still have seven sentences to make so they get 7 points.

Variations:

Instead of describing the object in full sentences, the students can be asked to provide adjectives to make a guess.

A Note to the teachers:

The students will learn to speak the language in their eagerness to help their teammates make the right guess and win the game. It will help them learn the language. The excitement of the game will keep the students engrossed. It is better to avoid correcting the students while they are describing the object. The teacher can repeat the structurally correct sentence for all in a way that they are not discouraged.

20. QUICK-QUICK BE QUICK

Focus : Three Forms of Verb

Skill : Speaking

Level : Advance

Material Required : List of Verbs and Their Three Forms, Hand-ker-chief

Present	Past	Past Participle
Arise	Arose	arisen
Become	became	become
Bite	bit	bitten
Blow	blew	blown
Break	broke	broken
Buy	bought	bought
Come	came	come
Do (does)	did	done
Eat	ate	eaten

Procedure:

- Make a list of verbs on board in a sequence.
- Discuss their three forms (first form, second form, third form)
- Make the children stand in circle.
- Make a child stand at the centre of the circle with a hand-ker-chief.
- Ask him to take a round inside the circle and leave the hand-ker-chief before any child of his/her choice.
- Sing 'quick-quick, be quick' in circle with claps in rhythm.
- Stop singing and clapping as soon as the child at centre drops the hanky before any child.
- Ask the child in the center to say thrice the 2nd form of the verb (written at first place in the list made on black board) before the child (to whom hand-ker-chief is dropped) speaks thrice the third form of the same verb.
- Declare the child winner who completes saying the form of verb first.

- Ask the other child to take the place at centre if he could not complete saying thrice earlier than the central child else central child continues to be at the place.
- Continue the game till the list on the board gets completed.

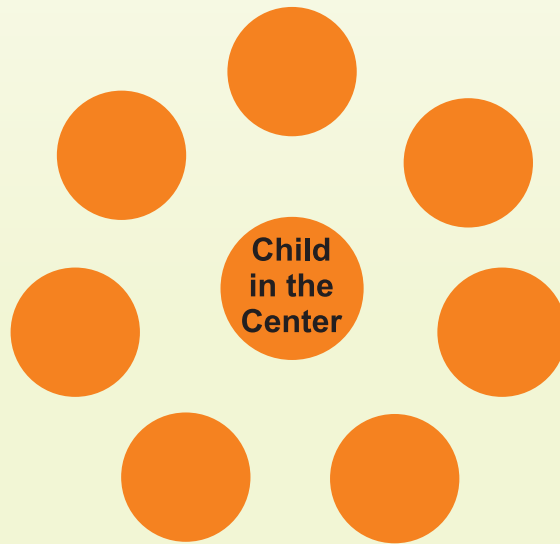
Variation:

Instead of the song ‘quick-quick , be quick’ the song ‘koklachi paak jimme raat aayi hai... aayi hai bhai aayi hai...’ can also be sung.

Synonyms / antonyms can also be taken up in place of three forms of verb.

Note to the Teacher:

This game is based on a very famous childhood game ‘koklochi paak jimme raat aayi hai... aayi hai bhai aayi hai...’ children love to play this song. It can prove to be very beneficial to make children learn three forms of verb/ synonyms/antonyms etc.



21. Pictionary

Focus : Vocabulary

Skill : Listening

Level : Beginner, Medium, Advance

Materials Required : Chalk, Bag with Chits

Procedure:

- Before the class starts, prepare a bunch of words and put them in a bag.
- Split the class into teams of 2 and draw a line down the board.
- Give one team member from each team a chalk and ask them to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team members to guess the word.
- The first team to answer correctly gets a point.
- The student who has completed drawing should, thereafter, nominate someone else to draw for their team (when it is their chance).
- Repeat this until all the words are gone- make sure you have enough words that each student gets to draw at least once!

Examples:

Class – 1 and 2	Class- 3 and 4	Class- 5
<ul style="list-style-type: none">• Hut• Dustbin• Television• Water Bottle• Books	<ul style="list-style-type: none">• Bouquet• Computer• Wall paintings	<ul style="list-style-type: none">• Sofa• Dining Table• Utensils

Note to the Teacher:

- The game boosts creativity in the class. It can help students practice their vocabulary and it tests to see if they've retained the words you've been teaching.

22. CHIT CHAT

Focus : Grammar

Skill : Speaking

Level : Medium, Advance

Material Required : Two bowls, Paper chits, chalk, blackboard, Pen.

Instructions:

1. There will be two bowls. 1st bowl contains chits with some words written on it and 2nd will contain chits written (antonyms/synonyms/definitions).
2. There will be 4-5 teams. One player from each team will come one by one and picks up the chit from 1st bowl and then search the appropriate words (like synonyms or antonyms etc.) from 2nd bowl.
3. The team will get +2 for right answer and -1 for wrong answer.
4. The winner team will be the one with maximum points.
5. The answer has to be given within 2 minutes.



Procedure:

1. One player from 1st team will come and pick up the chits and answer.
2. Another team will do the same.

Example:

Suppose a student from team A is called and he has to pickup the chits from two bowls. He picks up a chit on which “Brave” is written and he searches for the chit of correct antonym. He will get +2 points for the slip with the word ‘coward

23. CELEBRITY NAME

Focus : Character sketch

Skill : speaking

Level : Advance

Material required : Cards with the names of well-known celebrities

Procedure:

- Divide the class into two teams.
- Give each student a card with the name of a well-known celebrity.
- Ask one student from a team to describe the person on the card.
- Ask the student to add humour to their description by using celebrity's mannerism.
- Ask the other team to guess the person's identity.
- The right guess by the team gets a point.
- The team with higher score wins the game.

Variation:

Name of the authors of chapters of text books can also be taken up for the game.

Note to the teacher:

It also helps them to get acquainted to well-known celebrities. It also increases their knowledge of adjectives.

GROUP B : (READING & WRITING)

24. THEMATIC CHART

Focus : Vocabulary building

Skill : Reading

Level : Medium

Material Required : Four thematic charts with themes hidden under flap.

- Place four thematic charts at four different places in the class.
- Divide the class into four groups.
- Ask them to go to one thematic chart at a time and read all the words written on it and find the theme.
- Ask the students to identify a group leader who will write the theme on a piece of paper.
- Once all the themes have been identified, ask them to provide five more words for each of the themes.
- Award 20 points to the team which finishes first, 15 to the second, 10 to the third and 5 to the one finishing fourth.

Example:

The Thematic Charts can be based on a part of speech like verb, adjective, adverb etc. The name of the theme has to be kept hidden since it is to be searched by the students. Four such charts on different themes will be stuck at 4 different places in the class. Each team will go to all the charts one by one. They will read all the words and try to deduce the theme.

Happy	Pure	True	Big
	One		
Fat	ADJECTIVES	Blue	
Sad	Angry	Petty	Pure

They will find that these words are adjectives. The team-leader will write the theme in the notebook and they will move on to the next chart. Once they have found all the themes, they will go to their benches and give five more words for each of the themes. They will be scored on the basis of the time they take to complete the task.

Variation:

The Thematic Charts can also be prepared for themes other than parts of speech. Some examples of themes are seasons (summer, winter etc.), sea, mountains, school, library, hospital and so on.

Note to the Teacher:

Encourage the children to read all the words before writing their findings so that they don't repeat the words already written on the charts. Don't focus on spellings during the game. After the game add the new words provided by the teams to the thematic charts and then read them with the students. You can focus on spellings at this point of time.

25. RHYMING TRAIN

Focus : Rhyming Words

Skill : Reading

Level : Medium

Material Required : A Small Poem

Procedure:

- Divide the class into groups of four students each.
- Write a small poem on the black board.
- Recite it aloud with the students.
- Now, ask the students to read the poem again in their groups and find rhyming words.
- Tell them to write as many meaningful rhyming words as they can think of.
- Declare the team which identifies all the rhyming words in the poem and provides maximum number of new words as the winner.

Example:

Recite the following poem in the class and ask the students to identify the rhyming words.

‘Twinkle, twinkle, little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky’

The students will write two sets of words that rhyme with ‘star’ and ‘are’; and ‘high’ and ‘sky’ each.

- | | |
|---------|------|
| 1) star | par |
| are | tar |
| car | spar |
| bar | jar |
| scar | mar |

	mar	far
	car	far
2)	sky	lie
	high	tie
	sigh	tye
	nigh	pie
	sly	fly
	why	shy
	cry	fry
	dry	wry
	fry	try

The team that writes the maximum number of new rhyming words will be the winner.

Variation:

The students can be asked to select a text from their English text-books on their own and then look for rhyming words. The team which finds the maximum number of rhyming word pairs wins the game.

Note to the Teacher:

The teacher can play this game even at level 1 if they think the level of the students is apt to read the text and write the rhyming words, the whole class can come together to write a small poem using the words they have found or written.

26. REMEMBER ME

Focus : Understanding of Text, Production of Sentences

Skill : Reading

Level : Medium

Material Required : A Short Interesting Text/ Story

Procedure:

- Divide the class into groups of four students each.
- Now stick the chart with the text written on it in front of the class.
- Read the text aloud with the students.
- Distribute a copy of the text to each group.
- Ask the groups to read the text again.
- Collect the sheets back.
- Ask the students to write all the facts that they can remember from the text that they have just read.
- Award the number of facts that they have written as their score.

Example:

The Very Hungry Caterpillar by Eric Carle

In the light of the moon a little egg lay on a leaf.

One Sunday morning the warm sun came up and -pop! — out of the egg came a tiny and very hungry caterpillar.

On Monday he ate through one apple. But he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.

On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon.

The next day was Sunday again.

The caterpillar ate through one nice green leaf, and after that he felt much better.

Now he wasn't hungry any more — and he wasn't a little caterpillar any more.

He was a big, fat caterpillar.

He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly.

The students can write following facts:

- The egg lay on a leaf at night.
- The egg was little.
- The caterpillar came out on Sunday morning.
- It was very hungry.
- It ate through an apple on Monday.
- and so on.

The team gets the score equal to the number of facts they write.

Variation:

If the game is to be played with students of Level 1, they can be asked to write as many words as they remember from the text.

Note to the Teacher:

Teacher can jot down the facts on the black-board and after the game, read all the facts with the class and then recreate the story with at least five twists or changes.

27. SPELL BEE

Focus : Strengthen Spellings

Skills : Reading

Level : Medium

Material Required : Cards, Paper and Pencil

BENANA	BANENA	BANANNA	BANANA
AURANGE	ORENGE	ORANGE	ORANG
APLLE	APPLE	APPELE	APLLE
GRAPES	GREPS	GREAPS	GERAPS
GAUVA	GOAVA	GUAVA	GAIUVA
MENGO	MANGO	MEANGO	MAENGO
PLUM	PLOOM	PLAM	PLEM

Procedure:

1. prepare cards (equal to the total number of teams) based on a word spelled in 4 different ways. The teacher to make teams with 4-5 students in each team.
2. Each team to be given a card and they have to write the correct spelling on their sheet.
3. After 2 minutes the cards will be given to the next team.
4. The process to continue till all the teams attempt all the cards.
5. The team with maximum correct spellings is the winner.

Variation:

It can be for names of colours, fruits etc

A Note to the Teacher:

Try to capture those spellings that are challenging and confusing for most of the students.

28. SPIN ZONE

Focus : Active vocabulary, spellings

Skills : Reading and Writing

Level : Medium

Material Required : A Top, Paper and Pen, Chalk And Blackboard.



Procedure:

1. Divide the class into groups of four
2. Spin the top and the time starts, when the top stops, the time is over.
3. Give a command to all teams like names of flowers, things in the kitchen, objects in a class room etc
4. when the top stops, ask who had written the maximum number, they are to then write it on the board and all the students to read it , the team gets points for it.
5. Play 5-6 rounds and total the score to check the winner.

Variation:

Students can do it for 5 letter words that appear in a particular lesson that had been recently taught.

Note to the Teacher:

Keep the initial round simpler for better response.

29. MIRROR WORDS

Focus : mirror words / vocabulary

Skill : Reading

Level : Advance

Material Required : list of words/ cards of words which have a mirror equivalent word.

Procedure:

- Make cards containing up to ten words which have a mirror equivalent. Examples are given below:

PRECISE FIT MIRROR WORDS	SOUNDS ONLY	SPELLINGS (NOT SOUND)
Dog-god	Eyes-sigh	Strap-parts
Top-pot	Name – mane	Trap-part
Tops – spot	Make-came	Ram-mar
Stab-bats	Card-dark	Not-ton
Ten-net	Fine-knife	Rail-liar
	Side-dice	Live-evil

(Notice that some are precise and spelling mirrors ,some are sound mirrors only, some are spelling (but not sound) pairs).

- Write only one half of the pair on slips. Example: lips (spill is not written)
- Demonstrate to the class that there are many words in English having a mirror partner.
- Write three examples on the board and make sure students get the idea clearly.

Example:

tool-loot

Trap-part

Kiss-sick

- Make groups of four.
- Give each group a card containing the words.
- Ask the groups to find partners of these ten-words.
- Declare the group who finds all the words in first place as winner.
- Discuss all the words of all the groups with whole class.

Variation:

Apart from mirror words like those given, there can be other ways of pairing words.

Example:

- On the basis of initial consonant clusters: scratch, scramble, scraggy etc.
Groan, grumble, green etc.
Stretch, strain, strong etc.
- On the basis of words which can combine with a given stem word : time-limit, time-lapse, time-bomb, time-capsule , or conversely.
Full-time, half-time, part-time, over-time, prime-time, closing time, quality -time etc.
- Marks can also be given to the groups for the numbers of pairs they have found in each group.

Note to the Teachers:

In teaching vocabulary, we often encourage learners to pair words in terms of synonyms or antonyms. This activity is a different way of finding relationships between words- an important part of forming associations between words.

30. THE DICTIONARY GAME

Focus : Definitions

Skills : Reading

Level : Advance

Material Required : Index card

Procedure:

1. Choose an unusual word from the dictionary and spell it for students.
2. Each person creates a fictitious definition for the word and writes it on an index card.
3. Teacher will write the actual definition on another card.
4. Collect and shuffle the cards and then read all the definitions.
5. Students must try to guess which definition is the real one.

Instructions:

1. Participation of all students is compulsory.
2. Discipline should be maintained during the class.
3. A student cannot give answer twice.
 - a. Illustrations

Variations:

Students can also write synonym or an antonym of the given word.

31. CROSS WORD PUZZLE

Focus : Vocabulary Building

Skill : Listening, Reading

Level : Advance

Material Required : Paper-Pen, Grid (6x6)

Procedure:

- Divide the class into groups of 5 students each.
- Play the role of a describer and read out describing sentences to the students.
- Ask them to write the name of the object being described.
- Once they have got all the names, ask them to find these names in the grid.
- Declare the team which finds all the words first as winner.

Example:

Read out the following describing sentences:

- ❖ It is an object that we use to click pictures.- camera.
- ❖ It is a place that we go to, to issue and read books.- library.
- ❖ It is a set of letters in a particular language. In English they go from A to Z -alphabet.
- ❖ They are facial hair which men often keep in different styles.- beard.
- ❖ It is a piece of clothing we wear on our hands. They come in pairs and are usually worn in winters- gloves.

A	S	W	E	A	T	E	R
L	G	S	O	C	K	S	H
P	I	L	R	I	C	L	E
H	O	B	O	P	A	I	L
A	H	K	R	V	M	O	M
B	R	D	R	A	E	B	E
E	D	H	P	O	R	S	T
T	C	O	A	T	A	Y	J

The team which finds all the words in the grid is the winner.

Variation:

The teacher can ask students to find one more word that shares the initial letter with each of the words described.

Note to the Teacher:

Describe the words to the most explicit level possible. Add more sentences if the students seem unable to guess the word. Speak slowly for the students to understand and try to act what you speak to make it easier for the students to understand.

32. WORD WHEEL

Focus : Vocabulary Building / Spellings.

Skill : Writing

Level : Beginner

Material Required : Word Wheel, Paper, Pen

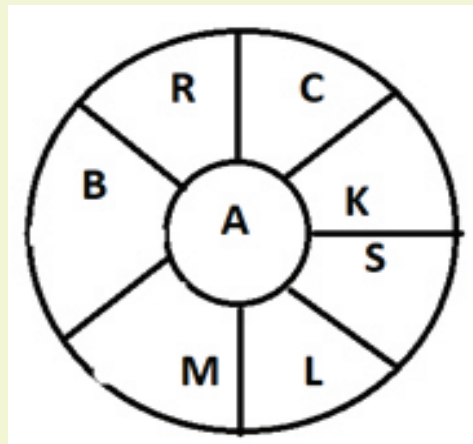
Procedure:

- Show the children a word wheel or draw it on the board.
- Ask the students to form as many words as they can in one minute.
- Declare the student winner who has written the maximum number of words.

Rules for making words:

- Each letter can be used only once.
- The minimum number of letters in each word is three.
- Derivative words are allowed. For instance, car,cars etc.

Draw the word wheel.



The words that can be made are-

CAR	BAR	BALMS	BECK
CARS	BALM	SLACK	BARK

LAMBS	BLACK	CLAMS	ROCK
LACK	CLAM	SACK	SLAM
BACKS	LAMB	BARKS	ROCKS
BARS	CRABS	SEAR	LOCKS
CRAB			

Once the time is up, count the number of words they have written and declare the one with maximum words as winner.

Variation:

To encourage the students to make longer words, we can count the number of letters and can even award one extra point for a word with greater than four letters.

Note to the Teacher:

The students will find it interesting to look for words. The teacher can guide the students to help them find more words. They can tell them to look for rhyming words. The concept of rhyming words can also be discussed with this game.

33. WORD BUILDING GAME

Focus : Vocabulary

Skill : Writing

Level : Medium

Material Required : Chalk and Blackboard

A	N	T	S				

SCORE BOARD			
TEAM A		TEAM B	
SCORE	Word	SCORE	Word
1	A	2	AN
3	ANT	4	ANTS

Procedure:

- Divide the class in two teams A and B.
- Start the game with team A by writing any letter on the blackboard.
- Award one mark to the team.
- Continue the game by adding one letter to the previous letter written by team A.

- Award team B marks if the word so formed is meaningful.
- Continue the game like this giving alternative turns to both the teams.

Rules:

One child can add only one letter at a time.

Marks are to be given according to the number of the letters in the word made by the children.

If a child chooses to write any vowel over making any, will be awarded with one mark.

Repeated words will not be given marks.

Variation:

Game can also be played in pairs rather in a team and marks can be given to both the players.

Game can also be played on copy rather than on blackboard.

Note to the Teacher:

This game helps in developing good vocabulary of children, enhances their ability to create new words.

34. BOGGLE FUN

Focus : vocabulary building, spellings

Skill : writing

Level : Medium

Material required : 4x4 grid, paper, pen

Procedure:

1. Randomly generate a 4x4 grid of letters of English alphabet.
2. Give the students 3 minutes to find as many words as they can from the grid.
3. Count the total number of letters the students have used in the words.
4. Declare the student who has used the maximum number of letters as the winner.

Rules for making words

1. The letters must be adjoining in a chain.
2. Words must contain atleast three letters.
3. No single cube of letter can be used more than once within a single word.
4. Any dictionary word is allowed.
5. Proper names, abbreviations, contractions, hyphenated words or foreign words can't be written.
6. Derivative words are allowed. For instance- eat, eats, ate and eaten or match and matches.
7. It is better to have some vowels in the grid as vowels help in making more words.

Example:

D	E	T	P
A	M	O	N
C	I	A	V
G	L	B	I

Words formed:

Dam , came, pot

Mad, ban. Top

Made, met, mote

Dame, van, ten

Ton, clan, pin

Not, noted, nip

Note, vote, claim

Mop,voted, lion

Glib, bail, moan

Nail, mail, toil

Cam etc.

Variation:

the size of the grid can be varied, for instance, instead of 4x4, a 5x5 or 3x3 grid can be used. Time limit can be waived off. Some conditions can be put on the words to be formed, for instance, students can be asked to find only verbs or one of the letters can be asked to be compulsorily used.

Once the students have listed all the words they could find, they can be asked to categorize the words into different parts of speech like nouns, pronouns, verbs, adjectives etc.

Note to the Teachers:

This game helps in vocabulary building in a fun and exciting way. It engrosses the students and thus makes them more attentive in the class. It can be further used for teaching parts of speech. It improves focussing ability of the students and helps them better their spellings.

35. PHOTOFREEZE

Focus : Verbs (Grammar)

Skill : Writing

Level : Medium

Material Required : Pen, Paper

Procedure:

- Divide the class into groups of five students each.
- Ask first group to come in front.
- Ask them to enact something like that in a photo.
- Count till 10 and at the count of 10 ask them to freeze their pose.
- Other groups have to observe and guess what action they are posing for and write those action words.
- Score the teams on the number of words that they have guessed correctly.

The students will look at the poses and write the action words. They will get the scores on the basis of number of right action words guessed.



Variation:

The teacher can provide the action words and then ask them to pose for their team. If their team guesses it correctly, they get 10 points. Award 5 points for a passed turn.

Note to the Teacher:

Help students think of more action words to pose.

Do not focus on spellings during the game. The teacher can write the same words on the blackboard with correct spellings and ask them to write them in their note books and then talk about the concept of action words being verbs.

36. TAKE A LOOK

Focus :

Skills : Writing

Level : Medium

Material Required : A Colourful Poster, Paper and Pencil.



Procedure:

- 1) This game is to be played individually.
- 2) paste an attractive poster on the board.
- 3) Say "Take a look", all the students will observe the picture and try to identify them.
- 4) ask them " Start writing" and they will write down as many words as they can ,related to the picture.
- 5) After about 5 minutes they will stop writing.
- 6) The student with maximum correct words is the winner.

Variation:

They may be asked to write down words starting with a particular alphabet.

Note to the Teacher:

- 1) Choose a poster that has familiar pictures as per the level of the students.
- 2) Initially you can accept not very correct spellings also.

37. READ MY MIND

Focus : To Describe an Object, relate the characteristics of the object with its name

Skills : Reading

Level : Advance

Material Required : Black board and Chalk.



Procedure:

1. Divide the class into two teams.
2. The teams will decide a word each, they came across in the recently studied lesson.
3. Then they will write the description of that word in 5 sentences.
4. team 1 reads out their clues to team B so that the word can be guessed.
5. Similarly, team B will also do the same.
6. The score to be maintained by a student on the blackboard.

Note to the Teacher:

The teacher can give clues for some new words to both the teams.

38. CLUE TO VICTORY

Focus : Spellings, Vocabulary Building, Grammar (Sentence Formation),

Skill : Writing

Level : Advance

Material Required : Clue Cards

Procedure:

1. Divide the class into groups of four students each.
2. Give a clue card to each group.
3. Explain them that they have to unscramble the scrambled words on the clue card and then find a common element in the words.
4. Write the common element found by them on the black-board.
5. Once all the common elements have been provided by the students, ask them to use those words to complete the sentence on the board.
6. Award 5 points for finding the common element and another 5 points to the team which uses these words to form correct sentence on the black-board.

Example:

Clue cards

Agaenimz	M _ _ g _ _ i _ _ _
Skoob	B _ _ _ k _ _
Atlgcaoue	C _ _ t _ _ _ o _ _ _ e
Essui	I _ _ _ u _ _
Common element	L _ _ _ r _ _ _ y

Answers :

Magazine, Books, Catalogue, Issue, Common element – library

Rteodn	R _ _ d _ _ _ _
Legpau	_ _ l a _ _ _ _
Wsurro	_ _ _ _ r _ _ _ s
Lebnib	N _ _ b _ _ _ _
Common element	M _ _ _ s _ _

Answers :

Rodent

Plague

Burrows

Nibble

Common element – mouse

Principals _ _ r _ _ n _ _ _ _ a _ _

Teachers _ _ e a _ _ _ _ r _ _

Classes C _ _ _ s _ _ _ _

Students S _ _ _ d _ _ n _ _ _

Common element S _ _ _ _ o _ _

Answers:

Principal

Teachers

Classes

Students

Common element – school

Each team will get a clue card. As the team finds the common element, one of the members of the team will write it on the black board. The teams which find these words first get 5 points each. Once all three elements are on the board, the students will complete the sentence written on the board using these words.

_____ inside the _____ is dangerous.

Mouse inside the school library is dangerous.

The team which completes the sentence first gets another 5 points.

Variation:

the clue cards can be made for specific part of speech like noun, adjective or adverb. Then those words can be used by students to complete the sentences on the board. The team to complete all the sentences with the right words wins the game.

Note to the Teachers: help children if they get stuck by giving them further clues to unscramble the words. The students will form an idea about the formation of sentences.

39. WORD JUMBLE RACE

Focus : Sentence Structure

Skills : writing

Level : Advance

Material Required: Chits, Colour pen and a container and hat

Procedure:

1. Write the number of sentences, using different colour pens for each sentence. Having 3-5 sentences for each team.
2. Cut the sentences so you have a handful of words.
3. Put each word in hat or any other container.
4. Teams must now put their sentences in their correct order.

Instructions

1. Arrange the words in their proper order to form a meaningful sentence.
2. The first team to place the words correctly in sentences will be the winner.

Learning outcome: -

1. Encourages teamwork.
2. Brings a sense of competition.
3. Perfect for practicing word order, writing and reading skills.

Example:

PENS	LYING	TABLE	THE	ON	ARE
------	-------	-------	-----	----	-----

Pens are lying on the table.

Variations:

may give them sentences from a story in the textbook to arrange in proper order.

40. WORD SCRAMBLE

Focus : Jumbled words

Level : Medium, Advance

Skills : writing

Material Required : Chalk and Black board

Procedure:

1. Teacher will write some letters on the blackboard
2. Break class into 4-5 teams
3. select the starting team with a toss
4. Turn wise he asks the students to form a word with the help of provided letters.
5. the team who guesses the word correctly scores a point

Illustrations:

1. O.R.S.E.S → ROSES
2. C.O.S.H.O.L → SCHOOL
3. B.K.O.O.S → BOOKS



Instructions:

1. Participation of all students is compulsory.
2. Students who want to answer should raise their hands.
3. Students will be divided into 3-4 groups.
4. Each team will get 1 point for correct answer.
5. Answer should be given within 30 sec.

Variations:

Students may also play this game by using words

41. TWO STEPS FOR A WORD

Focus : Word building

Skills : writing

Level : Medium, Advance

Material Required: Cardboard, Pen, Colour Paper slips, white chart paper, chalk box.

Procedure:

1. Make the board for playing the game. Take a cardboard and cover it with the white chart paper.
2. Write A to Z on the cardboard by making a grid.
3. Paste small slips on the alphabet from the upper side only.
4. The cardboard should be divided into 3 parts and each line should have different colour slip.
5. Now write numbers on the slip from 1 to 10 in each line.
6. After this make two dice. On one dice write the names of colours that we have used on our board. Write the name of a colour on two faces. On the other dice write number from 1 to 6.
8. Divide the class in two teams and from each team one student will come and roll both the dices. After that the colour and the no. on the dice will be shown to the teacher and she will tell the alphabet from the board.
9. Both students will write 5 words from that alphabet.
10. Points will be given per their correct words and spellings.
11. The Same process will be repeated for others.

Example:

If on first dice number 2 comes and blue colour, then the student will see the second slip on the blue line. Let the word be B. Now the student will write 5 words starting with B.

Instructions:

- a. Discipline should be maintained.
- b. use only English language for conversation

Variations:

The teams may be asked to give the letter with which to write words

42. 1st LETTER LAST LETTER

Focus : Vocabulary & Spelling

Skills : writing

Level : Medium, Advance

Material Required : Black board, chalk

Procedure:

1. Make groups of 4 students each.
2. Write the first word on the board
3. call one student of each group to write a word starting with the last letter of word written by teacher
4. a different student of different group will write a new word
5. the game continues till the end of time limit
6. the 3 teams with maximum words at the end of the time limit will win

Instructions:

1. if needed students can take help of his group members
2. one student cannot write more than one word
3. new word should be started by the last letter of the previous word

Illustrations:

Starting word-forest

Word starting with T-Tree

Word starting with E-Elephant

Variations:

We can use the same game for teaching of nouns, verbs, rhyming words etc.

43. WORD COMPLETION

Focus :

Skills : writing

Level : Beginner, Medium, Advance

Material required : Chalk, Blackboard

Instructions:

1. Participation of all students is compulsory.
2. Discipline should be maintained during the class.
3. Divide the class into two or three groups.
4. Team will get 1 point for every correct answer.
5. Answers should be given within 2 minutes.
6. Repeated letters are not allowed.
7. Students who want to give answer should raise their hand.
8. Chorus answers will not be accepted.

Procedure:

1. Divide class into 2-3 teams.
2. Select the starting team with a coin toss.
3. An incomplete word is written on the black board.
4. Each team has to guess the incomplete word written on the blackboard.
5. Student has to fill letters but if he fills the wrong letter, then his one chance will be cut from the BUILDER.

Illustrations:

eg:- BUILDER

E _ g _ i _ h

A _ _ p _ _



Variations:

the teacher can give flash cards with vowels and ask them to place them in the gaps given in the words.

44. NAME, PLACE, THING

Focus :

Skills : writing

Level : Beginner, Medium, Advance

Material Required : Paper and pencil

Procedure:

1. Teacher divides the class into three teams.
2. The teacher gives an alphabet to students to write one name of a person, place and thing starting from that alphabet.
3. The teacher asks them to make three columns on a sheet of paper to write the names of Person, Place and Thing.
4. Students write the name of a person, place and thing beginning from that alphabet
5. After that teacher calls up one student from each team. If all three things are correct including their spellings, then she gives one point.

Instructions:

- i. Class will be divided into three teams.
- ii. Only one member of each team will give answer at a time.
- iii. Each student must participate in it.

Illustrations:

Name of a person	Name of a place	Name of a thing

Teacher gives “A” Alphabet and the students write one name of a person, place and thing each like Akash, America and Almirah.

Variations:

The teacher may draw the columns on the black board and ask each team to send a player from their team to write the words there.

45. MEMORY GAME

Focus : Recognition of objects, Spellings

Level : Beginner, Medium, Advance

Skills : Writing

Material Required : Some articles like chalk pieces, cloth, pen, paper...etc

Procedure:

1. Spread all the articles etc. like chalk, pencils etc.
2. cover it with a cloth
3. show the articles to the students just for a glance
4. students are asked to write the names of the articles
5. team writing maximum articles with correct spellings is the winner team

Instructions-

1. Participation of all students is compulsory.
2. The students who want to answer should raise their hands.
3. Students will be divided into 4-5 groups.
4. Each team will get 1 point for correct answer.
5. Answer should be given within 30 sec.

Illustration: Pen, Paper, Rubber, Geometry box etc.

Learning outcome-

- students will learn different spellings
- Vocabulary of students will be enhanced
- Development of observation skills
- Enhancement in memory power



Variation

the game can also be played by students individually.

46. FAMILY KITTY

Focus : Recognition of Animals and their young ones

SKILLS : Listening, speaking, reading, writing.

Level : Beginner

Preparation Required : Slips with names of animals, young ones. Example – dog, cat, lion, cow, hen, calf, puppy, cub, kitten, chick.

Procedure:

1. Make a group of 10 children.
2. Divide these children into two rows of five each.
3. Distribute these ten slips to the children.
4. The animal will find their young ones and make pairs.
5. Re-start with other group (may be with the same animals or different set of animals.)
6. The group which has all 5 pair correct will win the game.

Variation:

It can be extended to complete the family (example- hen, cock, chick/ dog bitch puppy....) with 15 children.

It can be used for antonyms, synonyms, sounds/ animals, animals and their homes.

47. SENTENCE FORMATION

Focus : Sentence formation

Skills : Listening, Speaking, Writing skills

Level : Medium, Advance

Material Required : Copy and pen

Instructions:

1. Discipline should be maintained while playing the game.
2. Each child will give one word only.

Procedure:

1. Teacher will divide the class in group of 5.
2. Every group will sit separately.
3. She will tell that every group has to decide 6 words together and one student from the group will write down the word in the notebook. These words should remain between the group.
4. When teacher asks, one student from every group will tell the words decided by the group.
5. Teacher will also repeat those words in front of every group.
6. The students have to make sentences by using those 6 words only which are chosen by the group.
7. The team who uses all the 6 words in less no. of sentences will win.

Illustrations:

If words chosen by students are :Bed, Bedsheets, food, book, pen, scale.

Sentence:

1. Rita was sitting on bed which has yellow bedsheet.
2. She was eating food while doing her work in the book with pen and scale.

In, this way students used 6 words in two sentences so, they win if they use least no. of sentences.

48. TREE GAME

Skills : Reading and Writing

Level : Advance

Material Required : Colour chart paper, scissors, double-sided tape, markers, scale and pencil

Procedure:

1. Take a brown chart and cut it into a shape of stem and name it
2. Take a green chart and cut it into a shape of leaf and write a name on it
3. Paste stem shape chart on wall and spread leaf on the table.
4. Teacher calls one student to come and find out a leaf relevant to topic and paste them on the top of the tree.
5. The students are called and made to paste the leaves at the suitable place.

Instructions:

1. One student cannot paste more than one leaf
2. Student should paste carefully

Illustrations:

1. To teach Noun, first give name to stem such as place, person, animal, things...etc
2. Then write name of different places persons and things like-dog, school ,Riya, pen ..etc.
3. Students come and select the leaf.

Learning Outcome:

Students are able to tell the meaning of noun

They will be able to categorise the name of person, place, animal and things

Variations:

Through this we teach types of noun and verb.

49. THE NEXT TURN

Focus : Understanding Instructions

Skills : Reading and Speaking

Level : Medium

Material Required : Same text books in the hands of all students.

Procedure:

- 1) The game is played individually.
- 2) Students form a circle with the teacher in the centre.
- 3) All students stand with their books and wait for the teacher to say-The next turn goes to Nikhil; open the book at page 83, first Para, last word.

The student is supposed to read it from his book.

- 4) The instructions will vary for all students.
- 5) The student who is not able to understand is out of the game and the circle.

Note to the Teacher: Do not complicate the instructions.

50. GUESS THE LETTER ON YOUR BACK

Focus : Letter Recognition

Skill : Writing and Speaking

Level : Beginner

Material Required : Blackboard and Chalk

Procedure:

1. Divide the students into two teams and the board into two parts.
2. Make a toss to find out which team is writer on the back and which one is writer on the board.
3. Call the students in pairs one from each team.
4. One student writes the alphabet on the back of the other child and the other child speaks out the alphabet and then writes it on the board as well.
5. The team with maximum correct answers is the winner.

Variation:

It can be played for small words also.

Note to the Teacher:

The teacher must ensure that the alphabets are written properly.

51. HEAD OR TAIL?

Focus : Prefixes.

Skill : Reading and Writing

Level : Advance

Material Required: Game Cards, Paper And Pen.

Procedure:

1. Make game cards, atleast 1 per group. Name the cards A, B,C and so on.
2. Now, divide the class into groups of 5 students each.
3. Write some prefixes like UN , DE, DIS, IL ,A and some suffixes like ABLE, TY NESS, ER etc.
4. Each group is to be given a card and they have to discuss and write answers to it on their individual papers.
5. After the time duration is over the sheets have to be passed on to the next team.
6. In this manner keep circulating till all teams attempt answering all cards.
7. In the end check their answers and declare the winner.

Variation:

It can be for noun and adjective pair or verb and adverb pair.

Note to the Teacher:

Keep the answers of all the cards ready for quick checking.