

- and who were they?
- You can find me in darkness but never in light. I am present in daytime but absent at night. In the deepest of shadows, I hide in plain sight. What am I?
  - A man, when asked by his niece how old he was, replied, "My age is now four times yours, but five years ago it was five times yours." How old was he?

(Check below for the answers.)

### CROSSWORDS:

Here is a thematic crossword for students of English as a foreign language, or English as a second language. See if you can solve first!

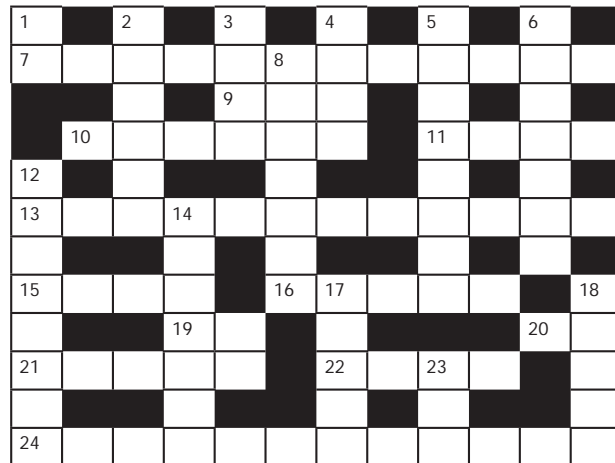
#### CLUES ACROSS

- He plays for money.
- What you do with your eyes.
- Some of these are sharp, but the most popular ones these days are "in-line" and have wheels.
- A group of players.
- They last took place in London in 2012.
- These are strong in most athletes.
- What footballers want to score.
- We've got \_\_\_ win.
- Heads \_\_\_ tails?
- To applaud vocally.
- Neither a victory, nor a defeat.
- Sweat!

#### CLUES DOWN

- Opposite of down
- A horse rider.
- Worn by athletes and many sportsmen.
- Andy Murray \_\_\_\_\_ a racket.
- England's favorite sport.
- Man who organizes a group of players.
- Putting top tennis-players into an order of merit for major tournaments.
- It took place in Brazil in 2014.

- Great American golf competition.
- Sequence
- Prepare for a sporting activity.
- Is gymnastics a sport or an \_\_\_\_\_?



### Answers to the Funny Riddles:

- Silences!
- There were two girls and a boy, their parents, and their father's parents, making a total of 7 (seven) people!
- The letter "D"!
- 80 Years Old!

### References:

Quotable Quotes: <http://www.goodreads.com>  
 No Comment: <https://www.google.nl>  
 Teaching Tips: <http://www.witslanguageschool.com>  
 Games in Practice: <http://iteslj.org/c/games.html>  
 Jokes: <http://iteslj.org/c/jokes-short.html>  
 Interesting Riddles: <http://www.zuzzle.com/index.php>  
 Crosswords: <http://linguapress.com>

advanced students, use tougher words.

### 3. What's the Meaning?

**Level:** Medium to Difficult

You, the teacher, may need a dictionary to do this activity.

- Choose a word which is long, difficult, and unknown to the students, a good word to begin with is: *warmonger*.
- Without using a dictionary, your students write down a definition. (They can work out the definition in groups of three). Allow them a few minutes to think and write.
- Collect the definitions and read them aloud.
- When you have finished reading, they will have to vote which of those is the correct one. (It doesn't matter if none of them is the correct one)
- After they have voted and none of the groups guessed the meaning you read the correct one aloud.  
The idea of this game is to let students be creative and practice writing skills. Then you can have the students to discuss their writings.

Check the following links for more games for your classes:

1. <http://www.gooverseas.com/blog/10-best-games-esl-teachers>
2. <http://www.tedpower.co.uk/games.htm>
3. <http://www.onestopenglish.com/teenagers/skills/games/>
4. <http://www.eslgamesplus.com/>
5. <http://english.daejin.ac.kr/~rtyson/cv/games.html>

### JOKES

1. My friend said he knew a man with a wooden leg named Smith.  
So I asked him "What was the name of

his other leg?"

2. Little Johnny: Teacher, can I go to the bathroom?

Teacher: Little Johnny, MAY I go to the bathroom?

Little Johnny: But I asked first!

3. The teacher to a student:  
Conjugate the verb "to walk" in simple present.

The student: I walk. You walk....

The teacher interrupts him: Quicker please.

The student: I run. You run...

4. Teacher: Tell me a sentence that starts with an "I".

Student: I is the....

Teacher: Stop! Never put 'is' after an "I".  
Always put 'am' after an "I".

Student: OK. I am the ninth letter of the alphabet.

5. Teacher: "Nick, what is the past participle of the verb to ring?"

Nick: "What do you think it is, Sir?"

Teacher: "I don't think, I KNOW!"

Nick: "I don't think I know either, Sir!"



### INTERESTING RIDDLES

1. What do you always break by saying it's name?
2. At a family reunion were the following people: one grandfather, one grandmother, two fathers, two mothers, four children, three grandchildren, one brother, two sisters, two sons, two daughters, one father-in-law, one mother-in-law, and one daughter-in-law. But not as many people attended as it sounds. How many were there,

- usual routine of the language class.
2. They are motivating and challenging.
  3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
  4. Games provide language practice in the various skills- speaking, writing, listening and reading.
  5. They encourage students to interact and communicate.
  6. They create a meaningful context for language use.

#### *When to use games?*

- A game must be more than just fun.
  - A game should involve "friendly" competition.
  - A game should keep all of the students involved and interested.
  - A game should encourage students to focus on the use of language rather than on the language itself.
  - A game should give students a chance to learn, practice, or review specific language material.
- Good luck then!

## **GAMES IN PRACTICE!**

Let us review a couple of language games that you can easily perform in your classes to enrich students' language skills:

### **1. What's the Question?**

**Level:** Any Level

**Type of Activity:** listening and speaking  
**Purpose:** review question forms previously studied in class

#### **Procedure:**

Form two teams (three will work, but two seems to add just the right amount of competitive tension).

Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to

correctly say the corresponding questions for your answer.

Have two players – one from each team – come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.

Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.

**Rationale:** This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.

### **2. Sentence Race**

**Level:** Any Level

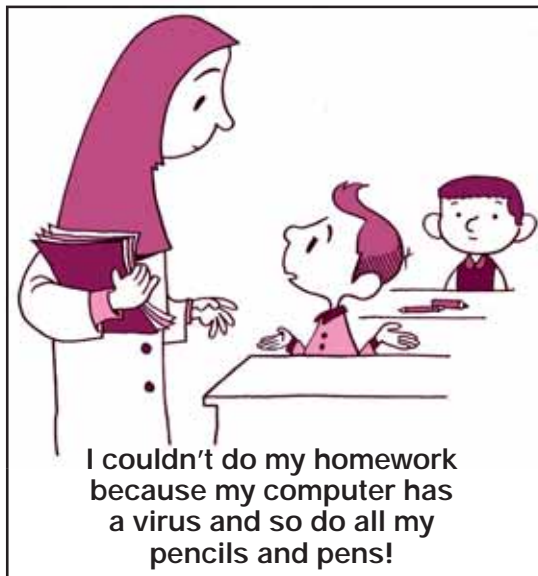
A good game for large classes and for reviewing vocabulary lessons.

1. Prepare a list of review vocabulary words.
2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.
3. Organize the pieces like bundles, two bundles, two sets of identical words.
4. Divide the class into two teams. Get them to make creative team names.
5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.
6. When you call a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

The winner is the one with a correct and clearly written sentence.

This is always a hit with kids. For more

## NO COMMENT!



(I couldn't do my homework because my computer has a virus and so do all my pencils and pens!)

Share your ideas with us: [azimi.hz@gmail.com](mailto:azimi.hz@gmail.com)

## TEACHING TIPS: USING GAMES IN ENGLISH CLASSES!

### Using games

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for their one element that is 'fun'. In fact, games can provide EFL and ESL students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency. Now, let's get a clear understanding of what games are and why and how games are used in the classroom.

Games have a great educational value. They can be used in the classroom to

make the students use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep their interest in the work and a teacher can use them to create contexts in which the language is useful.

*Why should I use games in the classroom?*

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practise language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging.

Using games can be advantageous for learning vocabulary, too. Games add relaxation and fun, so the learners retain words more easily. They involve friendly competition, so it keeps learners interested and motivated. Moreover, vocabulary games bring real world context to the classroom. Interactive learning techniques also hold memory, performance, and social benefits.

Some more general advantages of using games in the classroom are:

1. Games are a welcome break from the

# USE GAMES TO ENRICH TEACHING!

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## **PREFACE**

Hi everyone! How was the previous issue? I bet learning topic-wise is both informative and fun. As for the current issue, we have turned to language games: what we are sure both you and the students love to incorporate in your classes. The good thing about games is that they are abundant, creative, easy to conduct, and difficult to forget! So let us embrace it!

## **QUOTABLE QUOTES**

**"Life is more fun if you play games."**

- Roald Dahl

**"There's a difference between playing**

**and playing games. The former is an act of joy, the latter — an act."**

- Vera Nazarian

**"We do not stop playing because we grow old, we grow old because we stop playing!"**

- Benjamin Franklin

**"Talent wins games, but teamwork and intelligence wins championships."**

-Michael Jordan

**"Gaming has been a great way to get to know people. That's part of what I love about games, that they are social."**

-Rich Sommer