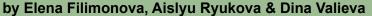
TEACHER'S NOTES

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Activity type: Memory game

Student grouping: Small groups of

4-6 students

Time needed: 15 minutes approx.

Skills practiced: Listening comprehension, phonetic and memory training (drilling and production), introduction or general review of grammar and vocabulary (accuracy practice)

Materials: One set of cards for each team

Summary: This game practises students' one-time listening skills and can be used as either an introduction or as a review of grammar and vocabulary.

Preparation

Choose one of the worksheet games (e.g. Game 1) and copy enough for one per team. Cut each worksheet into separate cards.

Put students into teams of 4–6 people. Hand out one set of cards to each team. Ask students if they have heard of the game 'Chinese whispers', and if they have, explain that this game is similar.

Inform students that the aim of this game is to win cards by repeating the information on the card *exactly*. The team that repeats the information closest to what is written on the card is the winner.

How to play the game

In their teams, students play the game in a circle or in a line. The student at the back of the line (or any student in the circle) is offered a card from the pile and reads what is written in their head without showing it to any of the other students in their team. They then whisper the message into the ear of their neighbour, ensuring that no other students hear.

Every successive player whispers the message on to their neighbour until the end of the line is reached/the message has come full circle. What the last person hears is likely to differ considerably from the original message; the objective is to retain the exact content, though.

Teaching notes

- The teacher is to offer the same cards for each team for each round and assess the final version repeated.
- The teacher then gives a point to the winning team.
- The game can be played as a warm-up every lesson and may integrate words, collocations, sentences and paragraphs. It can be employed to drill particular vocabulary or grammar structures.
- The worksheet offers sample content for the game and an empty grid that the teacher or students can fill out with the material under study.



WORKSHEET

Broken telephone



Academic vocabulary: Parts of the Face				
bridge	chin	cheek	90	
forehead	gum	iris		
jaw	nape	nostril		
pupil	temple	tongue		

WORKSHEET

Broken telephone



Academic vocabulary: English idioms				
A hot potato	A penny for your thoughts	Actions speak louder than words		
Add insult to injury	At the drop of a hat	Back to the drawing board		
The ball is in your court	Barking up the wrong tree	Beat about the bush		
Too many cooks spoil the broth	The best of both worlds	Bite off more than you can chew		

WORKSHEET

Broken telephone



4	Academic vocabulary: Adjectives and adverbs in context					
	Opposed to this are two factors, neither measurable.	It is not so simple a problem as it seems.	There is simply one less group.			
	Either process will take place more readily in the more basic conditions.	The general problem is considerably more difficult.	The easiest answer is not the most enlightening.			
	There are at least three objections to such a plan.	It could well be maintained that this is a result of knowing the concept well.	Common sense holds many much less pleasant states.			
	A verbal explanation is of course useful, but is neither exact nor complete.	Their results were neither conclusive nor optimistic.	The area will remain approximately the same but the perimeter will change significantly.			

FUN WITH IELTS BLANK GAME CARDS

WORKSHEET

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