

Games for Language Learning

*A Handbook for the Teachers of
Foundational and Preparatory Stage*

Editor

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PREFACE

Welcome to the “Games for Language Learning,” a handbook designed to make teaching language fun, engaging, and effective. As educators, we know that learning language can sometimes be challenging for students. That's where language games come in—they're like magical tools that make learning feel like playtime! In this book, we'll explore a variety of language games that can be used inside and outside our classrooms to help students learn and practice language skills. These games aren't just about having fun (although they certainly are fun!); they're also powerful tools for reinforcing vocabulary, grammar, and communication skills in an enjoyable way.

But before we discuss the games themselves, it is important to know why language games are so important. Let's reflect back to our schooldays. What helped us remember new words or understand grammar rules better? Chances are, it was something fun and interactive—a game, a song, or a playful activity. That's because when we're having fun, our brains are more engaged, and we learn better. Language games also create a positive learning environment where students feel comfortable experimenting with language. They can make mistakes without feeling embarrassed, and they're more likely to take risks and try out new words and phrases. Plus, games promote collaboration and communication among students, which are essential skills for language learning.

In this book, we'll discuss a wide range of language games suitable for young learners of Foundational and Preparatory stages. Whether we teach young learners who are just starting to speak a language or polish the language skills, these games will be both educational and entertaining. In this book we'll explore games that focus on vocabulary building, grammar practice, listening, speaking, reading and writing skills. The games are suggestive and you'll have complete freedom to adapt these games to suit your students' needs and interests, making them a valuable addition to your teaching toolkit.

Each game starts with the expected learning outcomes that can be achieved after children play it. This follows the number of learners, duration, age group, suitable place, and resources required to play the game. Wherever possible, the games are supplemented with suitable and handy examples to be used by the teachers while playing the games.

Teaching can be challenging, but it can also be incredibly rewarding—especially when you see your students light up with excitement as they play and learn together. So, dear teachers, I invite you to join me on this journey into the world of language games. Let's make learning language a joyous adventure for both you and your students. Together, we'll discover the magic of language games and unlock the potential for fun and effective language learning in the classroom.

Dr Ganga Mahto
Editor

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01

Yoga for Healthy Life

About the game: This game aims to use appropriate words referring to body parts, action words, directions, prepositions, linkers showing the sequence. Moreover, the incorporation of physical movement into the classroom will encourage students' active involvement and improves their multiple intelligence skills (bodily-kinaesthetic, visual-spatial, linguistic-verbal, etc.).



Language Element in focus:	Listening Skills & Vocabulary
Language function:	Giving and following instructions
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learners' size:	A pair or Group consists of four students
Place:	Outdoor (Outside the class - on the ground)

PREPARATION FOR THE TEACHERS

- Know Yoga Poses/Aasanas properly
- List of instructions for each pose

MATERIALS REQUIRED

- Handout containing the list of instructions
- Pictures of the poses
- Videos



HOW TO PLAY -

1. The teacher initiates the discussion on 'health, fitness and the importance of exercise' and their importance in our lives. The following questions may be asked to the students:
 - A. How can we keep ourselves physically fit?
 - B. How many of you do exercise every day?
 - C. Does any student practice Yoga?
2. If students respond positively and say that he/she knows/practice Yoga, they will be called by the teacher to demonstrate. Meanwhile, another student will volunteer by giving instructions to the class in a loud voice. The remaining students in the class will follow the instructions and do the Yoga.
3. For this game, Surya Namaskaar (Sun Salutation) is taken into consideration. The teacher takes the class outside the classroom or on the school playground.
4. One student will be able to demonstrate one pose or Aasana of the total 12 poses of Surya Namaskaar (Sun Salutation).
5. If students are unaware of the pose, the teacher will demonstrate the poses, and students will be asked to follow.
6. A couple of students from the class will be given the responsibility to monitor the class and observe if students are following the instructions properly.
7. There will be two winners in this game parallelly: one who demonstrates the pose properly and one student who follows the instructions appropriately.

SAMPLE INSTRUCTIONS

Pose No.	Name of the Pose/Aasana	Instructions
1	HASTAUTTASANA (Raised Arm Pose)	<ol style="list-style-type: none"> 1. Stand up straight and tall with your feet planted firmly on the floor, hip-distance apart. 2. Balance your weight evenly on both feet. 3. Let your hands hang at your sides with the palms facing forward and the fingers open, in a receiving position.
2	PADAHASTASANA (Standing Forward Bend)	<ol style="list-style-type: none"> 1. Inhale deeply and look upward. 2. Slowly raise your arms above your head with the palms together and your fingers pointing straight upward. 3. Push your hips forward a little so that you enter a slight backbend. 4. Keep your shoulders back and down while you are in this pose.
3	ASHWA SANCHALASANA (Equestrian Pose)	<ol style="list-style-type: none"> 5. Exhale and bend forward at the hips, keeping your back and legs straight. 6. If you can, bring your chest against your thighs and aim the crown of your head at the floor. 7. Place your hands flat on the floor, or rest them on a block if you cannot reach the floor. 8. Try to line your fingertips up with your toes, with your hands positioned on the outsides of your feet. 9. Keep your back as straight as possible while you are in this pose. 10. Your back should not be rounded.
All the 12 poses continue.		

Variations/Customization

This game can also be played by practicing other games and other exercises.

Extension Activity

After the completion of the game, students can be asked to make a short video of practising Yoga, demonstrating the poses, and giving proper instructions to the viewers. In the video, students can also make requests to the viewers to practice Yoga regularly.

References

- [How to Do the Surya Namaskar: 12 Steps \(with Pictures\) - wikiHow](#)
- [12 Steps Of Surya Namaskar \(Sun Salutation\) with Pictures & Videos \(harithayogshala.com\)](#)

Space for Teacher's Notes

02

Musical Chair at Words' Fair

About the game: This game aims to improve students' Word Register (Vocabulary) through Musical Chairs game.



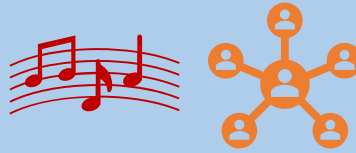
Language Element in focus:	Vocabulary
Language Function:	Word Register
Time/Duration:	15 Minutes (Each Game)
Learners' level:	Foundational/Preparatory
Learner' size:	Group of 7 - 8 students
Place:	Outdoor

PREPARATION FOR THE TEACHERS

- Prepare words register from 7-8 disciplines or fields for each round
- Setup outside the classroom

MATERIALS REQUIRED

- Musical Instruments
- Set of 7-8 Chairs
- Papers and Pens



HOW TO PLAY -

1. Students are asked to form groups consisting of 7-8 students in each group.
2. The game will be played with one group at a time. There will be 7 rounds in this game.
3. A set of 7 chairs will be set up in a circular format. Students from one group will be asked to occupy one chair for each member. Each group member will be given a blank paper and a pen.
4. The teacher will start the music for around 30 seconds. The moment the music stops, the teacher will instantly call the name of a specific field of study/ discipline and ask all the members of the group to write as many words related to that specific field within a minute. Each member will write words from the specific field on a blank sheet. The complexity of the word register will be proportionally increased.
5. In each round, one student who wrote the lowest number of appropriate words in a minute will be eliminated. For the evaluation purpose, three students who are good at vocabulary will be given the task of evaluators. They will be responsible for checking the appropriateness of the words written by the group members instantly after each round. They will also calculate the score by evaluating the correct answers. The game will resume after the score is calculated in around 30 seconds.
6. One empty chair will be removed from the circle after each elimination round.
7. Then the game continues with the continuation of music, and the teacher gives a pause of one minute for each round.
8. The student in each group who reaches to the last round with the highest number of words will be declared '**Winner of the Game**'.

SAMPLE CUE CARDS

Round	Vocabulary Resister (Specific Discipline)	Words
1	Body Parts	
2	Family and Relatives	
3	Professions & Occupations	
4	Directions	
5	School and Education	
6	Nature & Environment	
7	Health & Hygiene	
8	Science & Technology	

Variations/Customization

This game can also be played using the information taught in other disciplines.

Extension Activity

After completing the game, each student can be asked to create a portfolio on the word register. Also, students can be asked to play a classification of words, and they will be asked to put words written on the cue cards in appropriate word register boxes.

Space for Teacher's Notes

03

Let's do something at Zoo

About the game: This game aims to use appropriate words to make meaningful sentences. This language activity encourages critical thinking and problem-solving in the language being learned.



Language Element in focus:	Reading Skills, Speaking skills & Vocabulary
Language Function:	Describing objects (Animals)
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learner' size:	One to class
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Models/Realia of different animals
- Or Drawing of various wild animals
- Description of the animal (Physical)

MATERIALS REQUIRED

- Chart Paper • Sketch Pen
- Models
- Handouts containing description of animals

**HOW TO PLAY -**

1. The teacher asks the class about their 'favourite animals', and asks if they have visited a zoo.
2. Before the game starts, the teacher keeps the models/pictures/name cards at different places outside the classroom.
3. The teacher also keeps a handout containing the physical description and characteristics of the particular animal at the same place where the model/picture/name card is placed.
4. The teacher asks the class, "Let's visit the Zoo".
5. Students are asked to find the wild animals (their models/realia) placed within the school premises or a particular area. They are also asked by the teacher to read the description kept with the model.
6. Students start searching for the wild animals.
7. After 15-20 minutes, when students return to the classroom, they are asked to describe any of the animals they have seen with their characteristics without telling the animal's name.
8. The class will try to guess the animal,
9. At the end of the game, the student who correctly guesses the highest number of animals will be declared 'winner'.
10. As a follow up activity, students are asked to write the describing words they learnt in the class while listening to the description.

SAMPLE DESCRIPTIONS

Lions are like big, fluffy golden-yellow cats, but way bigger! They have strong, muscular bodies covered in soft fur. Their fur can be light yellow, deep gold, or even a mix of colors. Some lions have a big, poofy "mane" around their necks, like a fancy collar! Males usually have manes, but females don't. Their faces are super cool too! Lions have big, round eyes that can see really well, especially at night. Lions have sharp teeth and claws to help them catch their food, like zebras and buffalo. Their ears are like little triangles on top of their heads, and sometimes they have fluffy black tips. Lions have big noses, strong jaws, and sharp teeth for catching their food. Lions have long, strong legs and big paws with sharp claws that they can pull in and out. can run really fast, up to 50 miles per hour (80 kilometers per hour) for short distances! But most of the time, they like to relax and laze around in the sun.

Tigers are big cats that live in forests and grasslands in Asia. They're famous for their orange fur with black stripes, which help them hide in the tall grass and trees. Each tiger has its own unique pattern of stripes, just like our fingerprints! Tigers have big, round eyes and white patches on the backs of their ears, which help them communicate with each other. They have sharp teeth and claws that they use to catch their food, like deer and wild pigs. Tigers are really good at sneaking up on their prey because they can move quietly through the jungle. Tigers are solitary animals, which means they like to live alone most of the time. They're also great swimmers and love to cool off in the water on hot days. Tigers are strong and fast, and they can run really quickly to catch their food. They are amazing creatures that are both beautiful and powerful, and they are definitely some of the coolest animals in the world!

Chimpanzees are fascinating animals. They are smart and playful animals that live in forests and jungles in Africa. They are a lot like us humans in many ways! They have long arms and hands with fingers that they use to swing from trees and pick fruits and nuts. They are covered in dark fur, and sometimes they have lighter patches on their faces and bodies. Chimpanzees have big, expressive faces with brown eyes and big ears. They use different sounds and gestures to talk to each other and communicate. They are really good problem solvers and can use tools like sticks to help them get food. They live in groups called troops, where they hang out with their families and friends. They like to groom each other by picking bugs and dirt out of each other's fur. They also like to play games and have fun together. Sadly, Chimpanzees are endangered animals, which means there aren't as many of them left in the wild. It's important for us to protect them and their habitats so they can continue to live happy and healthy lives.

Giant pandas are adorable creatures! They are big, cuddly bears that live in China. They're famous for their fluffy black and white fur, which makes them look like they're wearing a cute tuxedo! Their big, round eyes and chubby cheeks make them look extra adorable. They love to eat bamboo, which is a type of plant that grows in the forest. They have strong jaws and sharp teeth that help them chew through tough bamboo stalks. Even though they are bears, they mostly eat plants and only sometimes eat small animals or fish. Giant pandas are solitary animals, which means they like to spend most of their time alone. They like to climb trees and take long naps in the sunshine. Giant pandas are also excellent swimmers and love to splash around in the water to cool off. They are endangered animals, which means there aren't many of them left in the wild. People are working hard to protect them and their habitats so they can continue to live and thrive. Overall, giant pandas are amazing creatures that are both cute and fascinating.

Variations/Customization

This game can also be played with 'pet animals living with us'.

Extension Activity

After the end of the class, students can be asked to write a small project on wild animals.

References

- <https://www.britannica.com/>

Space for Teacher's Notes

04

Waste around Us

About the game: This game aims to create awareness among children about how to classify and identify source.



Language Element in focus:	Vocabulary, Speaking, Critical thinking
Language Function:	Classifying objects
Time/Duration:	30 Minutes
Learners' level:	Preparatory/Foundational
Learner' size:	Pair work
Place:	Indoor (Inside the class)/ Outside the class

PREPARATION FOR THE TEACHERS

- Three boxes with names of types of waste
- Three boxes with names of sources of waste
- A box to keep all the cue cards
- Cue cards with names of different types and source of waste materials
- Score book

MATERIALS REQUIRED

- 3-4 Buckets made of plastic or cardboard
- Cue-cards
- Sketch Pen / Colour Pens
- Pictures with vocabulary



This unit contains two games that can be used as a follow-up activity after studying a lesson on 'waste management' in the environmental science subject. This game contains two games in a series:

1. Classifying the types of waste materials
2. Identifying the sources of the waste materials

Game-1 (Classifying the Types of Waste Materials)

HOW TO PLAY -

1. The teacher brings a bucket containing cue cards with the names of different types of waste materials written on them. Each cue card contains one name for one type of waste material, or cue cards containing a picture of the object may also be effective.
2. The teacher also brings four baskets with different types of waste materials written on them. (Examples of Types of Waste: Organic, paper, plastic, glass)
3. The teacher forms pairs of students in the classroom.
4. The teacher calls each pair individually and asks them to draw the cue cards kept in one bucket, identify the waste types and put them into appropriate buckets.
5. Each pair is given one minute to complete the activity with the timer running.
6. After each pair finishes the activity, the teacher checks the correct number of cue cards kept appropriately in four buckets.
7. At the end of the class, the teacher declares the winners who have classified the highest number of waste materials by putting the cue cards in the respective buckets within the time limit.





Game - 2 (Identifying the source of waste materials)

HOW TO PLAY -

1. The teacher brings a bucket containing cue cards with different types of waste materials written on them. Each cue card contains one type of waste material.
2. The teacher also brings three baskets with different types of waste materials written on them. (Examples of Types of Waste: Domestic, Agricultural, Medical, e-Waste)
3. The teacher forms pairs of students in the classroom.
4. The teacher calls each pair one by one and asks them to draw the cue cards kept in one bucket, identify the source of waste and put them into appropriate buckets.
5. Each pair is given one minute time to complete the activity with the timer running.
6. After each pair finishes the activity, the teacher checks the correct number of cue cards kept appropriately in three buckets.
7. At the end of the class, the teacher declares the winners who have identified the highest number of correct sources of waste materials by putting the cue cards in the respective buckets within the time limit.

Space for Teacher's Notes

SAMPLE FOR CUE CARDS

Type of Waste Material

Old Newspaper	Cricket ball	Non-workable Mobile	Broken toys	Cold drink bottles
Used Diapers	Orange Peel	Carton box	Leftover food items	Fish Bones
Pens	Water bottle	Fused Electric bulbs	Notebook	Broken Tea Cups
Broken spectacles	Chocolate wrappers	Broken toys	Rotten Vegetables	Cotton

Sources of Waste Material

Vegetables	Injection needles	Kitchen waste	circuit boards	Chemical pesticides
Used ointment tubes	paper	containers	Plant Leaves	Used bandages
Banana peel	LED	syringes	tissues	Used sauce bottles
scalpels	cow dung	Biscuits	Medicine wrappers	Printers & Scanners

Variations/Customization

This game can also be played at the middle level with some complex types and sources of waste materials. In this game, students are expected to describe the waste material and also explain the sources.

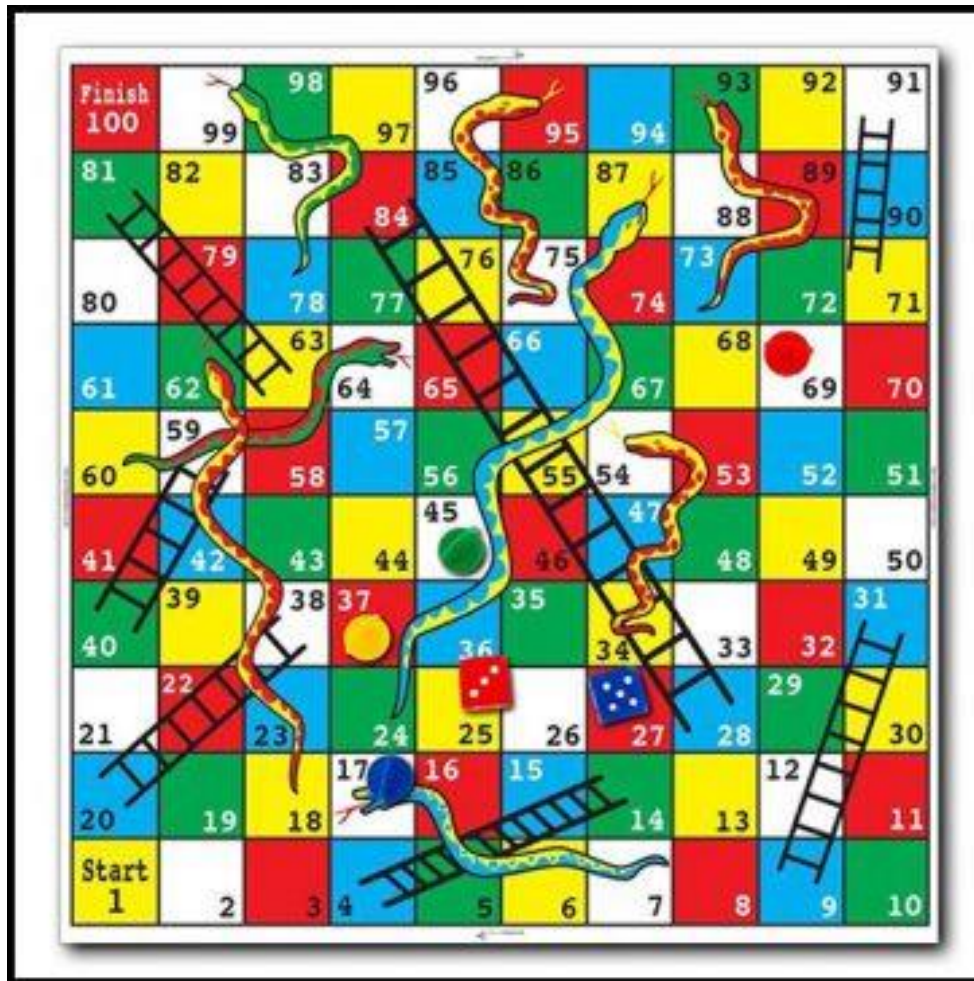
Extension Activity

The game may be extended to the middle level, where students can be asked to identify ways to manage waste materials through recycling or other techniques.

05

Snake & Ladder

About the game: This game aims to use appropriate words to make meaningful sentences.



Language Element in focus:

Vocabulary

Time/Duration:

30 Minutes

Learners' level:

Preparatory

Learners' size:

A pair or Group consists of four students

Place:

Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Snake and ladder board
- Dice & cones
- A sheet with numbered sentences with blanks
- Answer Keys

MATERIALS REQUIRED

- Chart Paper / Worksheet
- Paper strips
- Pen / Sketches
- Print out the Worksheet



HOW TO PLAY -

1. The teacher brings some readily available 'Snake & Ladder' boards and dices along with different colour cones to the class.
2. The teacher also needs to prepare a worksheet containing a series of sentences to fill in the blanks with appropriate vocabulary by choosing one from the couple of words given in the bracket.
3. The sentences are numbered as the bottom of each ladder placed on the 'snake & ladder board' and the numbers snakes' mouths denote.
4. The game will be played in the group of three students. In which, a pair of students starts the game by throwing the dice by taking turns. The third member of the group will be given the task as a monitor and evaluator.
5. One student throws the dice and move forward according to the number comes on his/her turn. If the number matches with the bottom number of the ladder, he/she will be given the same number sentence placed on the worksheet/paper strip.
6. They will be allowed to climb the ladder on each correct answer. Otherwise, they have to simply continue the game without any incentive.
7. Each incorrect answer against the number denoting snake's mouth would take the learners down at the tail.
8. The game continues till the time one player reaches to the top '**100 Mark**'.

SAMPLE SENTENCES

- 4(A).** Avul Pakir Jainulabdeen Abdul Kalam, known as APJ Abdul Kalam. (better / super)
- 4(B).** He was an scientist turned statesman. (illustrious / unknown)
- 9(A).** APJ Abdul Kalam was born into a poor Tamil Muslim family in the town of Rameswaram, Tamil Nadu, on October 15, 1931. (premier / pilgrimage)
- 9(B).** His mother, Ashiamma, was a and his father, Jainulabdeen, was an imam of a local mosque and a boat owner. (housewife / housemother)
- 17(A).** He was the in the family with four elder brothers and a sister. (finest / youngest)
- 17(B).** Though, the family was not financially yet all the children were raised in an atmosphere that was full of love and compassion. (sufficient / affluent)
- 20(A).** In order to add to the family's income, Kalam to sell newspapers during his early years. (was / had)
- 20(B).** He was an average student during his school, but possessed strong desire to learn and was very hard working. (the / a)
- 28(A).** He loved mathematics and spent hours the subject. (studying / studied)
- 28(B).** He pursued his education from 'Schwartz Higher Secondary School,' and then graduated at 'Saint Joseph's College, Tiruchirappalli,' in 1954. (was pursueing / pursued)
- 40(A).** He wanted to become a fighter pilot but his dream could not be fulfilled as there were only eight positions available in the IAF and he the ninth place. (secures / secured)
- 40(B).** He as The 11th President of India from 2002 to 2007. (served / serves)
- 54(A).** Kalam spent more than forty years as a science administrator and scientist the Indian Space Research Organization (ISRO). (in / at)
- 54(B).** He was closely associated the military missile development efforts and civilian space programme of India. (at / with)
- 62(A).** His work on launch vehicle technology and development of ballistic missile gave him recognition.
- 62(B).** he was given the pseudonym of 'The Missile Man of India.' In 1998, he played a prominent role in Pokhran-II Nuclear Tests.
- 64(A).** In 2002, he was elected the 11th President of the country and became widely known as the 'People's President.'
- 64(B).** After serving his presidential term he pursued what he loved most – teaching, writing and reading.

Variations/Customization

This game can also be played at the sentence correction or sentence completion level.

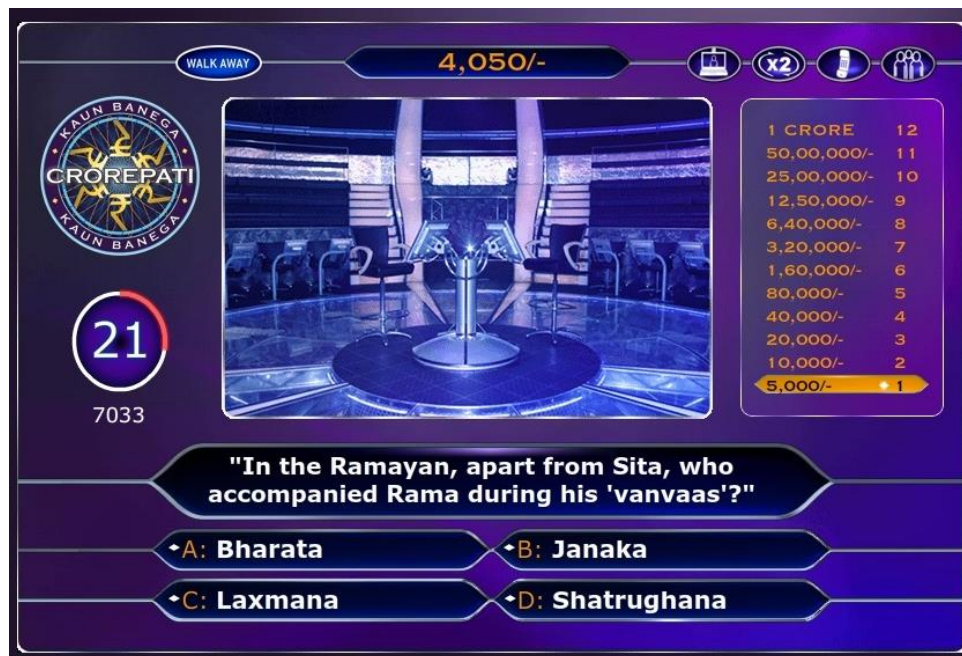
Extension Activity

After the completion of the game, students can be asked to identify two synonyms and two antonyms of each word used as the correct answers.

06

Kaun Banega Crorepati Junior

About the game: This is a quiz game following the pattern of 'Kaun Banega Crorepati Jr., a popular game show' broadcasted on Television. It aims to develop vocabulary and basic grammatical aspects of the students.



Language Element in focus:	Vocabulary (Spelling/Missing letter/Word) Basic Grammar
Language Function:	Role Play; Questioning & Answering
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learner' size:	Individual/Pair
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Around 3-4 questions with four alternatives (MCQs) for each point's level
- Answer keys

MATERIALS REQUIRED

- Chart Paper / A4 Size paper
- Cue cards containing questions with 4 alternatives



PREPARATION

- The teacher prepares 3-4 questions on Vocabulary (Spelling/Missing letter/Word) and basic Grammatical aspects for each point level.
- The questions are prepared in MCQ format, consisting of sentences to fill in the blanks with appropriate words by choosing one from the four alternatives given.
- The selection of the 'Question types' is the teachers' prerogative according to the students' level.
- For each game, a set of 12 questions (a bunch of 12 cue cards) according to each point level needs to be created by the teacher. The complexity level of the questions will be in proportion to the number of following points. The questions need to be prepared for a progression from simple to complex.
- One cue card consisting of one question with four alternatives needs to be prepared by the teacher in advance.
- The teacher needs to prepare answer keys for the questions.
- 3-4 questions need to be prepared for each point level.
- There will be 3 lifelines that can be used at any point of the game except the last two questions (Q.11 & 12). No lifeline can be used by the participants in the last two questions.
 - Audience Poll (Ask The Audience):** The classroom audience would show the correct option (A/B/C/D) that they believed was the correct answer. The results of the poll are shown to the contestant after counting option-wise.
 - 50:50:** The computer would remove two wrong answers from the game, leaving the contestant with one right and one wrong answer.
 - Expert Advice (Ask the Expert):** Student participants will be asked to select two students as 'experts' to help the contestant before starting the game.
- Each student will be asked to prepare four cue cards of bigger size with the letters A, B, C, and D and keep them with them. These cue cards will be used when the participant chooses the audience poll option.

Level	Points
Q12.	10000000 Points
Q11.	5000000 Points
Q10.	2500000 Points
Q9.	1250000 Points
Q8.	640000 Points
Q7.	320000 Points
Q6.	160000 Points
Q5.	80000 Points
Q4.	40000 Points
Q3.	20000 Points
Q2.	10000 Points
Q1.	5000 Points



B. HOW TO PLAY -

- The teacher creates the set-up for the game in the classroom using two chairs for participants and one chair for the quiz maker/anchor/presenter. A table can be kept between the participants and the presenter sitting face-to-face.
- Students will be asked to form pairs of their own choice.
- Any interested pair 'as participants' will be called randomly by the teacher to play the game. During the game, the participants playing in pairs will be allowed to discuss with each other and answer the question within 10 seconds. They will be disqualified from the game and have to discontinue if the pair fails to answer the question within the time limit.
- The teacher exclusively explains the rules of the games to the class and the participants.
- The quiz game starts with the 1st question consisting of 5000 points and continues till the last question (12th).
- For each pair, the game will be stopped the moment they give a wrong answer to any question.
- The next pair interested in participating will continue with the game afresh with a different set of questions.
- The game continues till the class hour and may be continued in the next class. It is the teacher's prerogative to make a decision on the duration of the game.
- Whichever pair answers all the questions correctly and reaches the highest points will be declared the winner.

SAMPLE QUESTIONS

Q1. 5000 Points (Identify the object)

Identify the object drawn on the cue card.

- A. Marker B. Projector C. Smart TV D. Drawing Board

Q2. 10000 Points (Missing one letter – 3/4 letters word)

Complete the word 'Le_f' with an appropriate letter missing here.

- A. i B. a C. e D. u

Q3. 20000 Points (Missing first and last letter – 4/5 letters word)

Identify the appropriate pair of letters that completes the word with the first and the last letter missing:

_ POR _

- A. D, S B. I, T C. S, T D. R, D

Q4. 40000 Points (Correct spelling – 5/6 letters word)

Identify the word with correct spelling.

- A. Nuture B. Neture C. Nature D. Nechur

Q5. 80000 Points (Correct word pair – odd one out)

Identify the word with correct spelling.

- A. Bedtime B. Bedroom C. Bedstudy D. Bedtea

Q6. 160000 Points (Use of Article – word level)

Fill in the blank with an appropriate article in the given sentence. Choose 'D' if there is no need of any article. Sentence: The teacher asked students to bring ___ ruler to the class.

- A. A B. An C. The D. No Article

Q7. 320000 Points (Correct adjectives/adverbs in short sentences)

Fill in the blank with an appropriate adverb in the given sentence.

Sentence: The colorful butterfly fluttered _____ among the bright flowers in the sunny garden.

- A. wildly B. happily C. fairly D. proudly

Q8. 640000 Points (Unscramble the jumble – correct 3-4 letters word)

What word is formed by unscrambling "sltiar"?

- A. trails B. stairs C. trial D. lairst

Q9. 1250000 Points (Appropriate word use in the sentence)

Fill in the blank with an appropriate word.

"The _____ of the party was evident from the joyous laughter and cheerful chatter filling the room."

- A. ambiance B. theme C. direction D. location

Q10. 2500000 Points (Appropriate use of preposition in the sentence)

Fill in the blank with an appropriate word.

"She walked _____ the park to enjoy the beautiful scenery."

- A. through B. in C. at D. on

Q11. 5000000 Points (Correct Tense form)

Fill in the blank with an appropriate verb form.

Waking up early _____ you to start the day with a clear and alert mind.

- A. allowed B. allowing C. allows D. allow

Q12. 10000000 Points (Identify correct sentence – consisting of four words)

Identify the correct sentence among the following sentences. (Provide sentence)

- A. B. C. D.

Variations/Customization

- This game can also be played at the complex vocabulary and grammatical aspects level.
- This game with the same structure and preparation can be played in other subject classes.

Extension Activity

After the completion of the game, students can be asked to practice the vocabulary and grammatical aspects whichever they find difficult.

Space for Teacher's Notes

07

Crossword Puzzle

About the game: This game aims to enhance word recognition, spelling accuracy, and helps with vocabulary too. It also aims to develop students' narration skills.



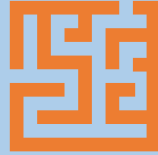
Language Element in focus:	Vocabulary
Language function:	Word search, Narration
Time/Duration:	30 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	Pair or Group consists of three students
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Printable Crossword Puzzle Worksheet
- Answer Keys

MATERIALS REQUIRED

- Worksheet
- Blank papers
- Pens

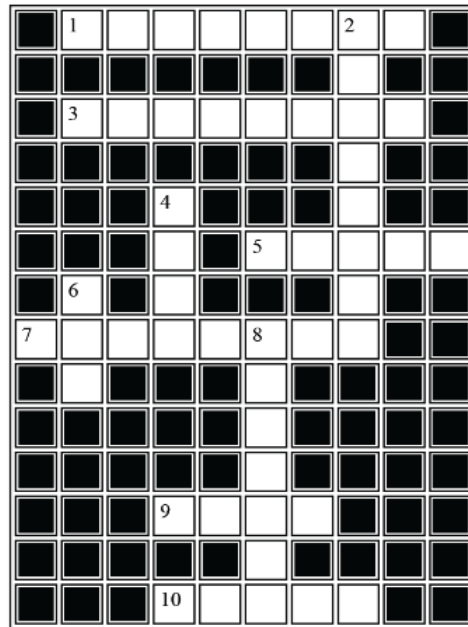


HOW TO PLAY -

1. This game is played in two phases:
 - A. Solving a crossword puzzle
 - B. Narrating a story using the words identified in the crossword puzzle
2. The teacher brings to the class multiple copies of a worksheet containing a 'Crossword Puzzle on Vacation'.
3. The teacher forms pairs or groups consisting of three students in the class.
4. Each pair/group is given a copy of the worksheet and asked to solve the crossword puzzle in the first stage of the game.
5. Students working in either pairs or groups try to solve the puzzle by having a discussion with their partner/group members.
6. After the first phase is over, students are asked to use the words identified in the crossword puzzle and create a story.
7. Students discuss in the group and try to come up with an interesting story.
8. After the completion of the second phase, each pair/group is asked to narrate the story to their peers.
9. Students in the class listen to the stories narrated by each group.
10. The winner of the game will be declared based on the 'The Most Interesting Story' created and narrated in the class.

SAMPLE CROSSWORD PUZZLE

Vacation



ACROSS

1. A COOL TREAT ON A HOT DAY
3. YOU NEED THIS TO TRAVEL ABROAD
5. YOU BUILD A SANDCASTLE HERE
7. YOU PACK YOUR CLOTHES IN THIS
9. YOU SWIM IN THIS
10. YOU STAY IN THIS ON VACATION

DOWN

2. I FLY IN THE SKY
4. I TRAVEL ACROSS THE SEA
6. I WARM THE DAY
8. THE AIRPLANES ARE HERE

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Answer Keys

Across: 1. Ice cream 3. Passport 5. Beach 7. Suitcase 9. Pool 10. Hotel

Down: 2. Airplane 4. Boat 6. Sun 8. Airport

Variations/Customization

This game can also be played with different topics and the complexity level of the game can be different levels of learners.

Extension Activity

After the completion of the game, students can be asked to write stories in collaboration using multiple drafts.

References

[Printable Kids Crossword Puzzles - World of Printables](#)

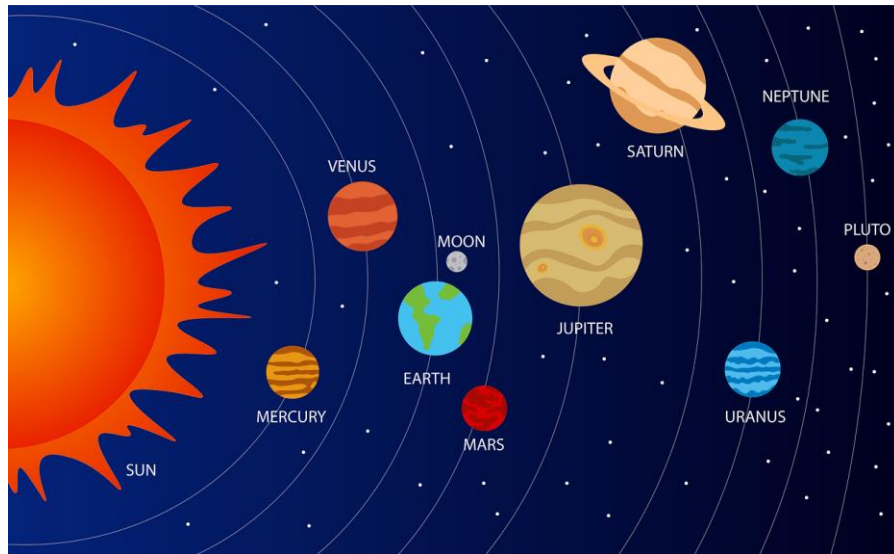
[Easy-Crossword-Puzzles-Printable-Kids.png \(1276×1651\) \(worldofprintables.com\)](#)

Space for Teacher's Notes

08

My Solar System

About the game: This game aims to develop speaking skills of the students by using appropriate information about the planets in the solar system.



Language Element in focus:	Speaking
Language Function:	Asking & Giving Information / Information Gap
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learners' size:	Pair or Group consists of 3-4 students
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Cue cards containing partial information about the planets existing in the Solar System
- Two separate cue cards for each planet (Multiple sets, depending upon the number of students in the class)

MATERIALS REQUIRED

- Chart Paper
- Sketch Pen



A. PREPARATION

- The teacher prepares two cue cards for each planet. Partial information about a planet will be written on one cue card (Cue Card-A), while some other part of information regarding the same planet will be written on another cue card (Cue Card-B).
- The name of the planet should not be written on any of the two cue cards.
- The number of cue cards containing information on a specific planet depends upon the number of students existing in the class.
- For example, if there are 40 students, four cue cards on each planet consisting of two sets (Cue Card A & B) can be prepared in advance.

B. HOW TO PLAY -

- The teacher asks the class a few questions related to nature and the environment, which led to the discussion towards the solar system.
- The teacher distributes the cue cards randomly among the students.
- The teacher asks the students to identify the partner with the remaining part of the information on the same planet through quick interaction. They are asked to describe the set of information they have with anyone in the class they meet in the process of identifying the person.
- Whichever pair identifies the partner appropriately will be declared the 'Winner'.
- The winning pair is asked to make a short presentation about the planet they discovered.
- The game continues by reshuffling and distributing the cue cards among students. No one is allowed to play with the same cue card he/she had in previous rounds.

SAMPLE CUE CARDS

Cue Card-A (Sun)	Cue Card-B (Sun)
Cue Card-A (Mercury)	Cue Card-B (Mercury)
Cue Card-A (Venus)	Cue Card-B (Venus)
<p style="text-align: center;">Cue Card-A</p> <p>A. blue marble</p> <p>B. about 150 million kilometers (about 93 million miles) from the sun</p> <p>C. diameter is about 12,700 kilometers</p> <p>D. has one natural satellite</p>	<p style="text-align: center;">Cue Card-B</p> <p>A. only known place in the universe to support life</p> <p>B. the largest and most massive of the rocky inner planets</p> <p>C. an oblate spheroid</p> <p>D. the imaginary line running horizontally around the middle of the planet</p>
Cue Card-A (Jupiter)	Cue Card-B (Jupiter)
Cue Card-A (Saturn)	Cue Card-B (Saturn)
Cue Card-A (Uranus)	Cue Card-B (Uranus)
Cue Card-A (Neptune)	Cue Card-B (Neptune)

Variations/Customization

This game can also be played using the information taught in other disciplines.

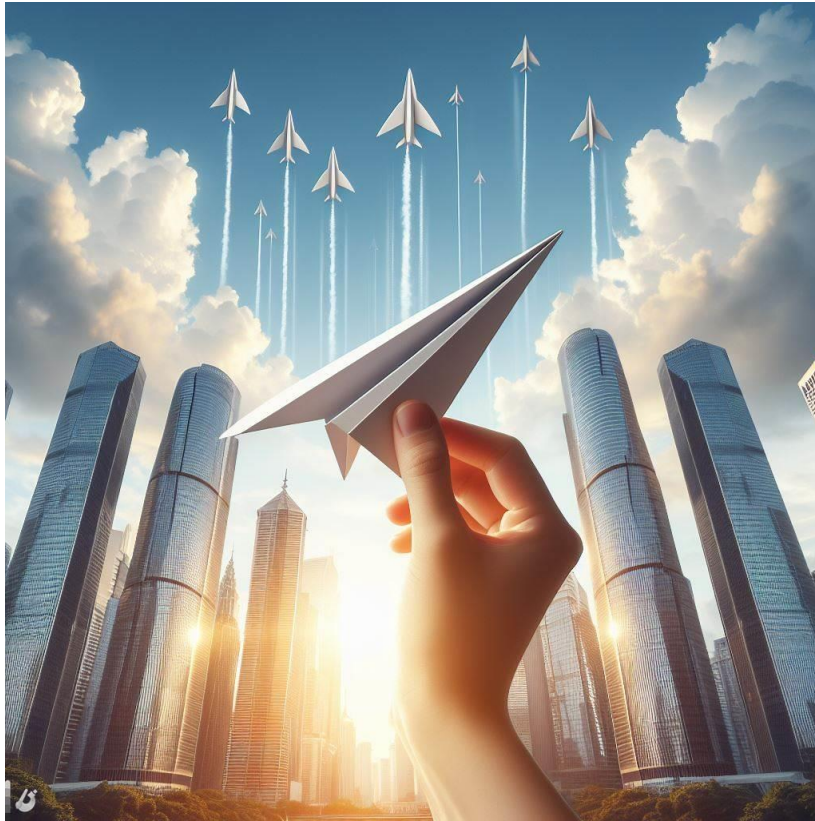
Extension Activity

After the completion of the game, each student can be given a small project work like poster presentation on any one of the planets.

09

Let's Fly a Paper Plane

About the game: This game aims to develop active listening among students by following instructions properly.



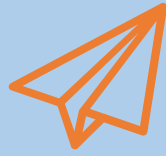
Language Element in focus:	Listening/Speaking
Time/Duration:	30 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	Individual to class
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Some origami models (e.g. Paper Plane, paper boat, etc.)
- List of instructions for making different origami objects

MATERIALS REQUIRED

- A4/Variety Sizes papers



HOW TO PLAY -

1. The teacher displays some origami models (e.g., Paper Plane, paper boat, etc.) to the class.
2. The teacher asks the students of the class whether they are interested in flying the paper plane. It intends to indirectly prepare and engage them mentally and physically for the game.
3. The teacher asks the class whether anyone knows 'how to make a paper boat'.
4. If anyone knows it, he/she will be called to the podium of the class for a demonstration. If no student knows how to make those objects, the teacher demonstrates how to make the paper plane, provides clear instructions to the students, and asks students to follow the instructions.
5. The teacher also brings A4-sized papers to the class and distributes them among the students so that every student gets a piece of paper.
6. The teacher asks the student on the podium to demonstrate the process of making a paper plane and also to give instructions. Each student follows the instruction and try to make the plane.
7. Meanwhile, the teacher monitors the class if students are actively involve in the game.
8. The students who follow the instructions properly and come up with properly made paper planes will be declared winners.
9. Once the paper plane is complete and the winner is declared, next student is called for the demonstration of other object.
10. Teachers can further form groups consisting students who learnt making the paper plane along with 2-3 students who are still trying to make it properly. This can be a practice exercise in the small group.

SAMPLE INSTRUCTIONS FOR MAKING A PAPER PLANE

1. Get a piece of printer paper that's a rectangle and lay it on a flat surface.
2. Fold the paper in half lengthwise so the paper looks like a long rectangle.
3. Crease the fold with your fingernail before unfolding the paper again.
4. Once the paper is flat again, grab one of the top corners.
5. fold it toward the crease you just made to form a triangle.
6. Press along the fold with your fingernail so the fold stays in place.
7. Repeat the fold along the other top corner so the top of your paper forms a point.
8. Grab the new top corner on one side of your paper
9. Fold toward the crease to form a long triangle.
10. Run your fingernail across the fold to secure it in place.
11. Fold the other top corner in the same way so your piece of paper looks like a large triangle.
12. Use the first crease you made as a guide for making your next fold.
13. Fold the airplane in half along the crease so the triangles you made are on the inside.
14. Slide your fingernail across the crease so the fold stays in place.
15. Bring the angled side of the paper to the fold you just made down the middle.
16. Crease the paper with your knuckle or fingernail.
17. Flip the paper airplane over to create the wing on the other side.
18. Once both sides are creased, unfold them slightly so the plane is flat on top.
19. Make sure your wings are symmetrical to one another so your plane stays level when you throw it.
20. Now, the plane is ready to fly.

Variations/Customization

This game can also be played to make other objects with paper (Origami).

Extension Activity

After the completion of the game, students can be asked to do clay modelling following the instructions similarly like making Paper Boat/Plane/Kite craft (Origami).

References

- [How to Make a Paper Airplane: 12 Steps \(with Pictures\) - wikiHow](#)
- [Origami Guide - Instructions On How To Make Origami](#)

Space for Teacher's Notes

Junior Master Chef: Cook without Fire

About the game: This game aims to develop students' imperative sentence formation and learn linkers used in explaining a sequence. This language activity also helps students in explaining process and giving instruction.



Language Element in focus:	Imperative Sentences, Linkers used in Explaining a sequence, Action words used in cooking
Language Function:	Explaining Process, Giving Instructions
Time/Duration:	30 Minutes
Learners' level:	Foundational
Learners' size:	Group work
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- Cue Cards
- Or drawing of process of making food items
- Description of Ingredients & Instruments

MATERIALS REQUIRED

- Handout
- Cue Cards
- Blank Paper & Sketch Pen
- Pictures



HOW TO PLAY -

1. The teacher brings multiple handouts containing photos of the Food making process and the description of the ingredients and instruments used to make the food items. Handouts are kept upside down.
2. The teacher asks the class about their 'food items'. Students respond to the teacher.
3. The teacher asks the class to play a game titled "**MasterChef Junior**".
4. The class is divided into several groups in which each group consists of 3-4 members.
5. One member from each group is invited to pick the handout without seeing the content. Each member of the group picks the handout and go back to their respective groups.
6. The teacher instructs each group to analyse the picture describing the process of making a food item without using fire. In this process, they are asked to discuss, follow the process, and write the step-wise process of making the food item mentioned in the handout their group has chosen.
7. In addition, they are also asked to use linkers/ words expressing the sequence. (For example, first, second, ...then, after that, finally, etc.)
8. The group who came first with the correct sentence formation, followed proper process to make the recipe, and used appropriate linkers will be declared 'winner'.
9. As a follow up activity, students are asked to write the describing words they learnt in the class while listening to the description.

SAMPLE RECIPES

Process of Making	Ingredients & Action Verbs
	<p>Ingredients & Instruments</p> <ul style="list-style-type: none"> • Water • Lemon • Sugar/ • Salt • Knife • Glass • Cutting Board <p>Action Verbs</p> <ul style="list-style-type: none"> • Take • Squeeze • Mix • Blend • Sieve
	<p>Ingredients & Instruments</p> <ul style="list-style-type: none"> • Seasonal Fruits • Lemon • Honey • White Salt/Black Salt • Knife • Bowl • Cutting Board <p>Action Verbs</p> <ul style="list-style-type: none"> • Take • Squeeze • Mix • Peel • Chop
	<p>Ingredients & Instruments</p> <ul style="list-style-type: none"> • Seasonal Fruits • Lemon • Honey • White Salt/Black Salt • Knife • Bowl • Cutting Board <p>Action Verbs</p> <ul style="list-style-type: none"> • Take • Add • Mix • Peel • Blend

Variations/Customization

This game can also be played to explain the process of making something.

Extension Activity

After the end of the class, students can be asked to write short paragraphs explaining a process in active and passive voice.

References

[13 Cooking Without Fire Ideas for School Competitions - Sprout Monk](#)

Space for Teacher's Notes

Colour Hunt

About the game: This game is designed to develop young learners' vocabulary of colours. They will learn the names of colours as well as the variations of commonly used colours through this game.



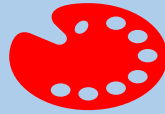
Language Element in focus:	Vocabulary
Language function:	Listening
Time/Duration:	20 Minutes
Learners' level:	Preparatory
Learner size:	7
Place:	Indoor/Outdoor (Outside the class)

PREPARATION FOR THE TEACHERS

- The teacher teaches the names of colours using the materials she brought into the classroom
- Various colours can be taught (indigo, mauve, crimson, turquoise, beige, etc.)

MATERIALS REQUIRED

- Colourful chart papers/
chalks/balls/ribbons



HOW TO PLAY-

1. 7 students can be selected for one round of the game
2. One student can be the Angel who will become the 'colour hunter.'
3. For one round of the game, the teacher can give ribbons/coloured paper/chalk or other objects having colours that are already taught to the students
4. Each of the six students is given one object so that student A might get a pink-coloured object, student B might end up with a green-coloured object, and so on.
5. When the game begins, the Angel begins his/her search for colours. The students can say the following dialogue (The conversation can be skipped if it is difficult for the students):

Angel: Knock! Knock! Knock!

Students: Who's there?

Angel: Here is the Angel!

Students: Angel, Angel, what do you need?

Angel: Colour! Colour! I need colour!

Students: Colour, colour, Which colour?

Angel: I need BROWN!

6. The student with the brown-coloured object raises it and says the name of the colour. The Angel collects the object from the student. The student gets one point.
7. If a student picks the wrong colour, the student will be out of the game
8. The second round of the game continues with the students repeating the dialogue and the Angel saying another colour at the end.

Variations/Customization

This game can be played to learn spelling as well. The student can spell the word 'Brown' while raising the object of the colour.

12

Guess from the Mess

About the game: This game is designed to encourage young learners to learn the spelling of words by effectively guessing from jumbled letters.



Language Element in focus:	Spelling, Vocabulary
Language Function:	Guessing a word from jumbled letters
Time/Duration:	20 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	10
Place:	Outdoor (Outside the class)

PREPARATION FOR THE TEACHERS

- The teacher chooses a word and writes each letter of the word separately on a piece of chart paper in big fonts (eg: SAUCER).

MATERIALS REQUIRED

- Chart papers
- Markers
- Paper
- Pencil



HOW TO PLAY -

1. The students sit on the floor in a circle. The teacher distributes a sheet of paper and a pen/pencil
2. The teacher asks them to close their eyes and then puts each piece of the paper with the letters behind the students in a random manner so that no two letters are put adjacently
3. After the teacher finishes laying down the letters behind the students, they can be asked to open their eyes
4. Those students who got the letters can raise the letters for everyone to see
5. As the letters are placed randomly, they have to guess which word the letters represent and write it on the given paper
6. The teacher checks what the student wrote
7. Right answers are given points, and wrong answers get zero point.

Space for Teacher's Notes

13

Spell and Jump!

About the game: This game is designed to encourage learners to learn the spelling of words.



Language Element in focus:	Nouns, Spelling
Language Function:	Learning things that can be classified as nouns
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learners' size:	6
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- The teacher draws columns and boxes on the floor of the classroom

MATERIALS REQUIRED

- Chalk
- Paper
- Pen/Pencils



HOW TO PLAY-

1. This game is played with one player (Player A) standing on one side of the columns and the rest of the players on the other side inside circles next to the columns leading up to Player A.
2. Before starting the game, the teacher can ask the 5 players to choose nouns from a particular category such as flowers, animals, fruits, colours, etc. The chosen words are not disclosed to A.
3. They write what they choose on a small sheet of paper and occupy their respective circles.
4. The teacher draws columns on the floor leading up to A. The number of columns must be equal to the highest number of letters in the words chosen by the students. For example, if the students choose the names of animals such as rabbit, tiger, zebra, lion, and monkey, the number of columns on the floor should be six (the number of letters in 'rabbit' and 'monkey')
5. Once the game begins, A randomly calls out a letter.
6. The players standing in the circles check if the letter is in the word they chose.
7. If they find the letter in their word, they move from the circle to column 1.
8. If the letter appears twice in their word, they can directly move to column 2. If the letter is absent in their chosen word, they should remain in the circle
9. A calls another letter, and the game continues.
10. The player who first finishes 'spelling' their word along the columns is the winner.

14

Hopscotch

About the game: This game is designed to help learners pronounce English speech sounds.



Language Element in focus:	Vowels, Speech sounds
Language Function:	Pronunciation
Time/Duration:	10 Minutes
Learners' level:	Preparatory/FoundationaI
Learners' size:	5
Place:	Indoor (Inside the class)/ Outside the class

PREPARATION FOR THE TEACHERS

- The teacher draws columns on the floor as in a hopscotch.

MATERIALS REQUIRED

- Chalk
- Dice



HOW TO PLAY-

1. Each column that the teacher draws has two or three words that show the use of vowel sounds (e.g.: *live-leave, hut-chat, pat-pot, park-talk*)
2. The teacher puts spaces in between the columns and mark them as 'CHANGE.' At one end of the columns, the teacher writes 'Yeay! Done!' which represents the successful completion of the game.
3. One team consists of 5 students
4. When the game begins, student A throws the die
5. If the die shows three, A jumps to the third row and reads out the words written inside
6. If A reaches any space marked 'CHANGE,' the turn is given to B who resumes the game
7. The game ends when a student reaches the column where it is written 'Yeay! Done!'

Variations/Customization

This game can be played by asking learners to close their eyes, throw a stone at one of the columns, and then jump accordingly. The teacher can use this game to let learners practice other speech sounds.

Space for Teacher's Notes

15

Treasure Hunt

About the game: This game is designed to let helpers describe something and identify it from the descriptions



Language Element in focus:	Vocabulary, Nouns
Language Function:	Describing objects and identifying names
Time/Duration:	20 Minutes
Learners' level:	Preparatory
Learners' size:	10
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- The teacher brings objects familiar to the students.
- The teacher hides it inside the classroom without telling the students.

MATERIALS REQUIRED

- A small ball or any object that learners are familiar with.



HOW TO PLAY -

1. There are two groups involved in this game
2. One group can have a maximum of 5 students
3. The teacher tells Group A what the object is and where it is hidden
4. Group A has to give clues to Group B concerning what the object is and where it is hidden
5. Group B tries to find the object based on the descriptions
6. For instance, if the hidden object is a small ball, Group A can say 'round object,' 'a plaything for both kids and adults,' 'available in different sizes and colours,' etc.
7. Group A can also give subtle hints as to where the object is hidden
8. For example, if any of the students from Group B is near the hidden object, Group A can say 'You are in the hot zone.'
9. If anyone from Group B is moving far away from the hidden object, Group A can say, 'You are in cold zone.'
10. If Group B succeeds in both identifying and finding the object, they get one point
11. If they find the object but cannot find it or vice versa, they gain only half a point

Variations/ Customization

The game can be played among individual students also. One student can put a familiar object inside a pouch and start describing it. The student who identifies the object from the description gains one point.

16

In the Pond, Out of the Pond

About the game: This game is designed to help learners learn synonyms of the word 'jump.' It involves learners learning the words through actions.



Language Element in focus:	Vocabulary (Synonyms of a Verb)
Language Function:	Acting as per the cue
Time/Duration:	5 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	Individual
Place:	Indoor/Outdoor

PREPARATION FOR THE TEACHERS

- The teacher draws a circle on the floor.
- The teacher finds synonyms of the word 'jump,' which include 'hop,' 'leap,' 'bounce,' 'skip,' etc.

MATERIALS REQUIRED

- Chalk



HOW TO PLAY-

1. Tell the students that the circle drawn on the floor is the pond
2. The game is played with the students constantly jumping in and out of the pond
3. When the teacher says 'Jump in,' 5 students jump into the circle
4. When the teacher says 'Jump out,' they jump outside the circle
5. The teacher can use the synonyms of the word 'jump' to make them move in and out of the pond
6. The teacher has to give the instructions rapidly
7. To make the game interesting, the teacher can say words such as 'stay' or 'stop' once in a while, during which the students have to stay where they are
8. If a student jumps while asked to stay or stop, he/she is out of the game.

Space for Teacher's Notes

17

The Girl with the Bindi

About the game: This game is designed to help students learn adjectives. The adjectives that they will learn are related to giving instructions.



Language Element in focus:	Vocabulary, Grammar
Language function:	Giving instructions, listening
Time/Duration:	10 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	One group consisting of three students
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHER

Using adjectives, the teacher prepares a set of instructions- *move to your left, slightly below, move a little to your left, move right, move it higher/move up, move a little to your right*

- Move a little to your right
- Move right
- Move it higher/Move up
- Move a little to your right

MATERIALS REQUIRED

- A portrait picture of a girl large enough for the class to see
- A bindi
- A blindfold



HOW TO PLAY -

- A group of three students is formed
- One student is chosen and asked to come near the blackboard
- The student is given a bindi to stick on the picture in between the girl's eyebrows
- The student's eyes are covered using the blindfold
- The picture is pasted on the blackboard for everyone to see
- The teacher marks the area between the eyebrows where the bindi should be placed
- When the game starts, the student stands facing the picture ready to put the bindi
- As the student starts guessing the way to put the bindi, the two students in the team give instructions by choosing from the material given to them
- The students choose the instruction based on the progress made by the student with the bindi
- The team wins when the student places the bindi on the marked area

18

Tell the Time

About the game: This game is designed to help learners learn the vocabulary to tell time from an analogue watch or clock.



Language Element in focus:	Vocabulary related to time
Language Function:	Telling time from a clock or a watch
Time/Duration:	10 Minutes
Learners' level:	Preparatory
Learners' size:	One group consisting of 4 students
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- On pieces of chart paper, the teacher draws pictures of clocks with marked times of the day.
- The teacher also writes the depictions of time in sentences on a piece of paper.

MATERIALS REQUIRED

- Chart Paper
- Markers



A. PREPARATION

- The teacher draws pictures of clocks showing time. For example, the teacher draws a clock showing 10:00.
- Below the picture, the teacher can write 'It is past noon,' 'It is nighttime,' 'It is morning,' etc. so that learners can decide whether it is AM or PM. As per the example given below, the teacher writes, 'It is past noon.'
- The depiction of time can be written in sentences on a piece of paper, as shown below:
 - The time is 12.30 AM
 - The time is 10.00 PM
 - It is 10.00 AM
 - The time is 12.00 PM

B. HOW TO PLAY

- The game involves one student holding a piece of chart paper with a picture of the clock showing a specific time of the day
- The other three students are given chart paper pieces where the time is depicted in sentence form
- The students have to choose the correct sentence that matches the time on the clock
- By taking a cue from the sentence 'It is past noon,' the student can decide whether it is AM or PM

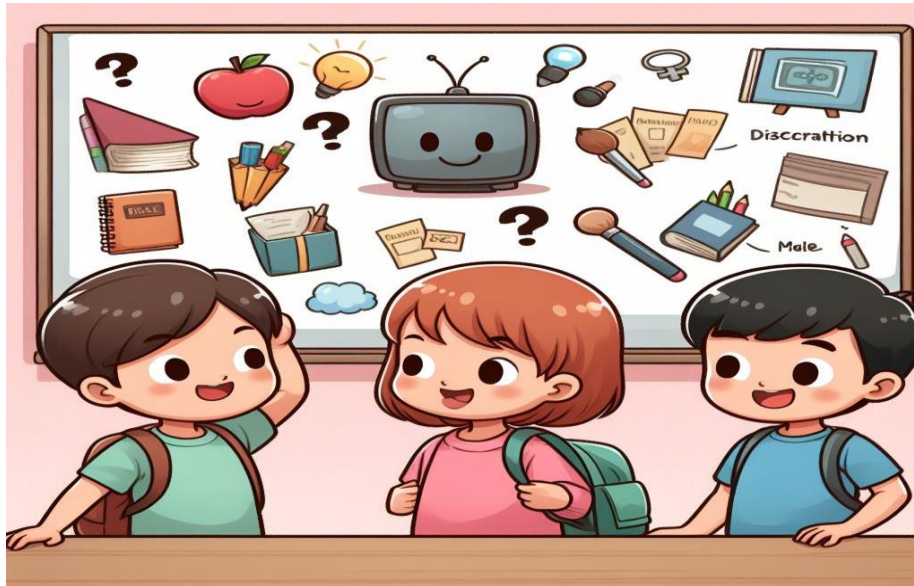
Variations/Customization

The sentences can also include variations such as 'It is ten minutes to 11,' 'The time is thirty minutes past 5', etc. Using sentences such as these can increase the level of the game from 'Easy' to 'Hard.' They can be incorporated into the game once the learners learn the basic sentences.

19

What am I?

About the game: This game is designed to develop students' ability to describe something and effectively guess an object through descriptions.



Language Element in focus:	Speaking, Describing Objects
Time/Duration:	20 Minutes
Learners' level:	Foundational/Preparatory
Learners' size:	3
Place:	Indoor (Inside the class)

PREPARATION FOR THE TEACHERS

- The teacher cuts sheets of paper into small strips.
- The teacher writes categories such as places, food items, vehicles, animals, etc. on each strip. These are folded and put inside a bowl.

MATERIALS REQUIRED

- Chart papers
- Markers



HOW TO PLAY

1. The teacher chooses three students (A, B, C) to come forward
2. A is asked to take one folded strip of paper from the bowl
3. If A gets the category 'food items,' he/she can decide the name of a food item (e.g: Maggi noodles)
4. A then writes it on a piece of paper and shows it to B and the rest of the class
5. B then starts describing the item- 'It is my favourite food to eat,' 'It is easy to make,' 'It is spicy,' 'It has gravy,' 'We add vegetables to it,' 'It is soft and curly,' etc.
6. C has three chances to guess the answer correctly
7. If the correct answer is given within three chances, the team wins.

Space for Teacher's Notes

20

Save the Hen!

About the game: This game is designed to help learners understand and pronounce the speech sounds in English



Language Element in focus:	Speech sounds
Language Function:	Pronunciation
Time/Duration:	20 Minutes
Learners' level:	Foundational
Learners' size:	12
Place:	Indoor/Outdoor

PREPARATION FOR THE TEACHERS

- The teacher narrates a mythological story to grab the attention of the young learners

MATERIALS REQUIRED

- Two blindfolds



A. PREPARATION

The teacher narrates a natural phenomenon when it rains on a sunny day. The teacher says that in certain cultures, it is believed that a fox marries a hen during this time. As a background to the game, the teacher can cook up a story. After their marriage, the cruel fox intends to kill and eat the hen as his dinner. The poor hen goes with the fox without knowing her fate. However, the dogs come to know about his wicked plan. Being good friends, they decide to save the hen and follow the newly married couple. On their way, the fox feels hungry and jumps on the hen to eat her. Suddenly, the dogs surround them, threatening the fox.

B. HOW TO PLAY

1. When the game begins, the Dogs (10 students) form a circle around the Fox (student A) and the Hen (student B) who are blindfolded
2. For the Hen to be saved, one of the Dogs (student C) utters a speech sound (pure vowel/ diphthong/ consonant) and the Hen (student B) has to say a word with that speech sound
3. If the speech sound uttered by the Dog or the word spoken by the Hen is wrong, the Fox (student A) will catch the Hen and the Dogs will be defeated.

Space for Teacher's Notes

Memory Game

About the game: This game is designed to help learners recall nouns that are appropriate for a specific situation.



Language Element in focus:	Vocabulary
Language Function:	Pronunciation
Time/Duration:	20 Minutes
Learners' level:	Foundational
Learners' size:	12
Place:	Indoor

PREPARATION FOR THE TEACHERS

- The teacher selects 12 students for one round of the game.
- The teacher can tell them that the game is memory-based.

MATERIALS REQUIRED

- This game does not require any materials to play



How to play

1. The teacher tells the students to imagine that they are going on a one-day tour
2. The teacher can decide on the location (amusement park, museum, waterfall, etc.)
3. The students have to sit on the floor in a circle
4. The game is initiated by one of the students who says, 'I packed my bag for the trip. I brought a bottle of water.'
5. The next student repeats what the previous player said and says the name of an item that is usually brought during a trip. For example, 'I packed my bag for the trip. I brought a bottle of water and some fruits...' and the game continues.
6. If a student misses one item that has been said before, he/she is out of the game.

Variations/Customization

The teacher can customize the game by changing the situations so that students will learn the names of items that accompany or suit a situation (going to school, going to board a train, etc).

22

Pluck the Mangoes

About the game: This game aims to enable the children to recognize the functions of words (parts of speech) in general. This game can be used both for learning, and





Language in Focus:

Parts of speech

Learner Level:

Preparatory

Learners' Size :

Whole class in groups of 5 to 8 students

Duration:

15 to 30 minutes

Place:

Either indoor or outdoor

PREPARATION BY THE TEACHERS

- Write/print at least 50 words of different parts of speech on strips.
- Paste one on each mango.
- Multiple mangoes of the same word (eg.2/3/4) can be prepared.
- **Care should be taken not to choose the words function as both verb and noun at this preparatory stage or avoid drawing in this concept.*

MATERIALS REQUIRED

- A wooden/metallic structure resembling a tree with branches,
- Cardboard cut into the shape of mangoes hung on the branches using thread/ hooks.



HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Divide the class into groups of 5 or 6 students each.
2. Arrange each group in a line separately and make them stand around the tree.
3. When the teacher calls out the name of the parts of speech aloud, one student from each group will run and pluck the concerned word and come back.
4. In each round one student takes only one mango.
5. The teacher checks and keeps the wrong ones with her/him.
6. The right ones will be with the concerned group.
7. The group which plucks the highest number of mangoes (with correct parts of speech) will be declared winners.

Variations/Customization

The same game can be customized for teaching synonyms, antonyms, etc.

Extension Activity

The teacher puts all the wrong attempted words along with some right attempted words back on the table and continues the game.

23

Board Race

About the game: This game aims to enable the children to recognize the degrees of comparison.



Language in Focus:

Degrees of comparison.

Learner Level:

Preparatory

Learner Size:

Whole class in two groups

Duration:

10 minutes

Place: Indoor/Outdoor:

Indoor

PREPARATION BY THE TEACHERS

- Divide the board into two columns by drawing a vertical line in the middle of the board.
- Write 'er' and 'most' on the top of each column. Make 50 cards of the size of 2 X 8 inch from chart paper.
- Write one root word on each card.

MATERIALS REQUIRED

- A board (black/ white),
- chalk or white board markers of two different colours.
- 50 cards of the size of 2 X 8 inch made from chart paper.

**HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)**

1. Dived the class into two groups.
2. Allot one colour chalk or white board marker to each group to differentiate the group
3. Keep the root words written on the cards on the table.
4. One student from each group comes alternatively, pick a root word and write the comparative or superlative form of the word on the board in the relevant column.
5. Once all the students get their chance, the teacher counts the right answers of each group and declares the winner.

Variations/Customization

The same game can be customized for teaching degrees of comparison in the initial stage, as shown in the first image

Extension Activity

The teacher puts all the wrong attempted words along with some right attempted words back on the table and continues the game.

Fish the Synonyms

About the game: This game aims to enable the children to recognize the synonyms and antonyms of the words.



Language in Focus:	Vocabulary - Synonyms.
Learner Level:	Preparatory
Learners' Size :	Two groups of 10 students each.
Duration:	10 to 15 minutes
Place: Indoor/Outdoor:	Indoor

PREPARATION BY THE TEACHERS

- Cut the chart paper into the shape of fish (30 pieces), Each fish has a metallic press button as eye to be attracted by the magnet.
- Decorate a carton box resembling the shape of a fish tank.
- Make two improvised fishing rods (a rod tied with a thread of 12 cm length with a magnet at the other end.
- Make 30 flash cards and write one word on each.
- Write the synonym for each word, one on each fish.

MATERIALS REQUIRED

- Chart paper,
- metallic press buttons,
- 2 small magnets,
- a carton box resembling the shape of a fish tank,
- two fishing rods (improvised)



HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Divide the class into groups of 10 students each.
2. Keep the fish tank containing all the fish on the table and place a fishing rod and a 15 flash cards on each side of the fish tank.
3. Call one student from each group at a time and ask them to pick a flash card from their side and fish the synonym from the tank using the rod with the magnet.
4. After fishing the synonym, the student says the word on the flash card and the synonym aloud. The group which fishes for more synonyms is declared the winner.

Variations/Customization

The same game can be customized for antonyms, irregular verbs etc

Extension Activity

The teacher puts all the wrong attempted words along with some right attempted words back on the fish tank and continues the game.

Space for Teacher's Notes

Stack the Cup

About the game: This game aims to enable the children to form three letter (CVC) words.



Language in Focus:	Phonics method – Onset and Rime
Learner Level:	Preparatory
Learner Size :	Groups of 3 students each. (as many groups as required to involve the whole class).
Duration:	10 minutes
Place: Indoor/Outdoor:	Indoor

MATERIALS REQUIRED

- Fifteen paper cups for each group
- Marker pen

PREPARATION BY THE TEACHERS

- Fifteen paper cups are to be divided in 3 sets.
- Each set has 5 cups stacked upside down. Write the letters “ b, c , d , l, p” one on each cup (onset with red colour, do not change the sequence of onset)
- Write the vowel letters, one on each cup (letters in black colour)
- Cups of third set with letters like r , m, n, t, d (letters in black colour)
- The fifteen cups arranged in three sets are meant for one group of three students. Multiple sets are prepared as per the number of groups possible in a class.
- Remember vowels should be in the middle.



HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Each group is given 15 cups, 5 in each column stacked as given in the illustration. Ask the groups to make as many 3 letters words as they can make by changing the order of third, second and first set.
2. Ask them to complete the task in a specific period, for example 5 minutes.
3. The group which has the highest number of words is the winner.

Connect Your Bogie

About the game: This game aims to enable the children to form meaningful sentences out of the given words.



Language in Focus:	Parts of speech and Sentence construction
Learner Level:	Preparatory
Learner Size :	Groups of 5 -7 students each. (as many groups as required to involve the whole class)
Duration:	5 minutes
Place:	Indoor / outdoor

MATERIALS REQUIRED: Cardboard sheets, marker pen

PREPARATION BY THE TEACHERS

- Cut the cardboard sheet into the shape of engine and bogies.
- Choose some sentences to be tested. For example. AN OLD LADY LIVED IN A HOUSE SHAPED LIKE A SHOE.
- Write one word on each card (bogie). Write the first word 'AN' on the engine shaped card.
- Add some more cards with Verb, adjectives, noun, etc.

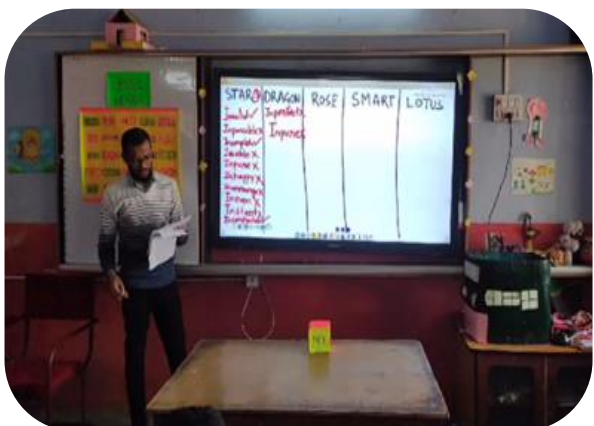
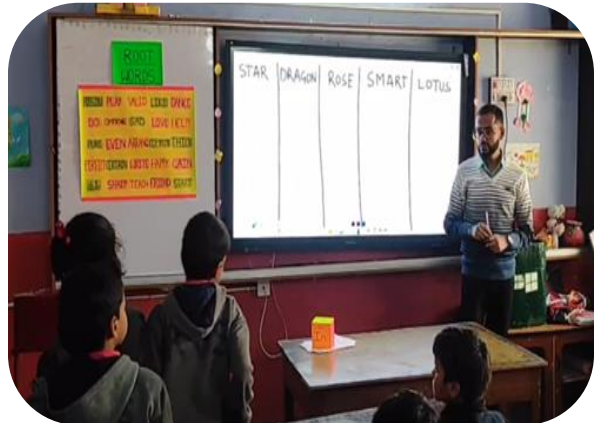
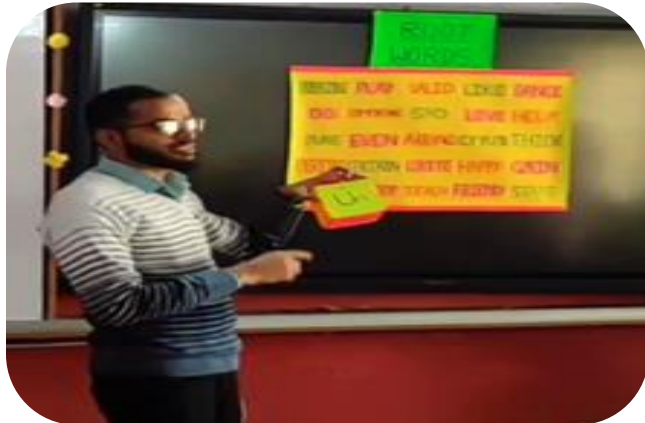
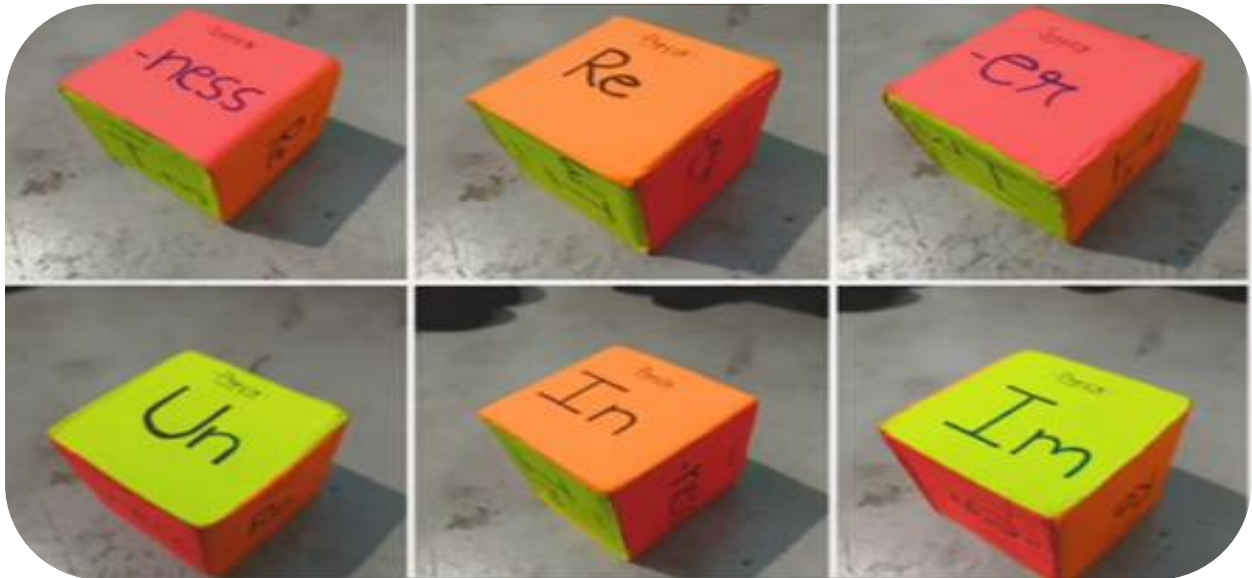


HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Distribute jumbled flash cards (engine & bogies) of words to students.
2. Ask the students to hold the cards standing in a sequence to form a meaningful sentence.
3. The group which has the longest meaningful sentence is the winner.

Dice Game

About the game: This game aims to enable the children to form new words with suffixes and prefixes.



Language in Focus:	Vocabulary -Suffix and prefix
Learner Level:	Preparatory
Learners' Size :	Groups of 5 students each. (as many groups as required to involve the whole class)
Duration:	15 minutes
Place:	Indoor

PREPARATION BY THE TEACHERS

- Write 25 root words in a table of 5 rows and columns.
- Paste/write some suffixes and prefixes like 'ly', 'ness', 'able' 'dis', 'im', 'in' etc

MATERIALS REQUIRED

- Chart paper
- Dice
- Marker pen



HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Provide a chart and dice to each group.
2. The players roll the dice in turn.
3. They form new words with the suffix/prefix on dice with the root word on which the dice falls.
4. They write the new words in their respective notebooks.
5. One who forms the maximum number of words in a given time is the winner.

Variations/Customization

The suffixes and prefixes on the dice can be replaced with new ones. It could be exclusively suffixes / prefixes or a combination of both suffixes and prefixes

Conjunction Strips

About the game: This game aims to enable the children to make meaningful sentences by joining two sentences with correct conjunction.





Language in Focus:

Grammar - Conjunctions

Learner Level:

Preparatory

Learner Size :

The whole class. Play as individuals

Duration:

15 minutes

Place: Indoor/Outdoor:

Indoor

PREPARATION BY THE TEACHERS

- Write some sentences on strips of chart paper and display on a magnetic board.
- Also write some conjunctions on strips on a different colour and display on the bottom of the board.

MATERIALS REQUIRED

- Chart paper strips (two colours)
- Marker pen



HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. Students come forward to make meaningful sentences by joining two sentences with correct conjunction on the board.
2. One who makes the maximum number of meaningful sentences with conjunctions is the winner.

Snowball

About the game: This game aims to enable the children to recognise the rhyming

Language in Focus:	Onset and rime (Phonics method)
Learner Level:	Preparatory
Learners' Size :	The whole class in two groups.
Duration:	20 minutes
Place: Indoor/Outdoor:	Indoor

MATERIALS REQUIRED:

- Snowballs,
- 5 buckets (one big and 4 small size)
- paper strips,
- Marker pen



PREPARATION BY THE TEACHERS

- Prepare a set of rhyming words ending with ‘_all, _an, _eet, and _ig’
- Paste one word ending on each bucket in big bold letters.
- Write the rhyming words one on each ball with a permanent marker and keep all the balls in the big bucket.
- Arrange the four small buckets in a row with word endings ‘_all, _an, _eet, and _ig’ one on each bucket as given in the picture.
- The teacher lifts each bucket, shows the endings and sound it and ask the students to repeat.

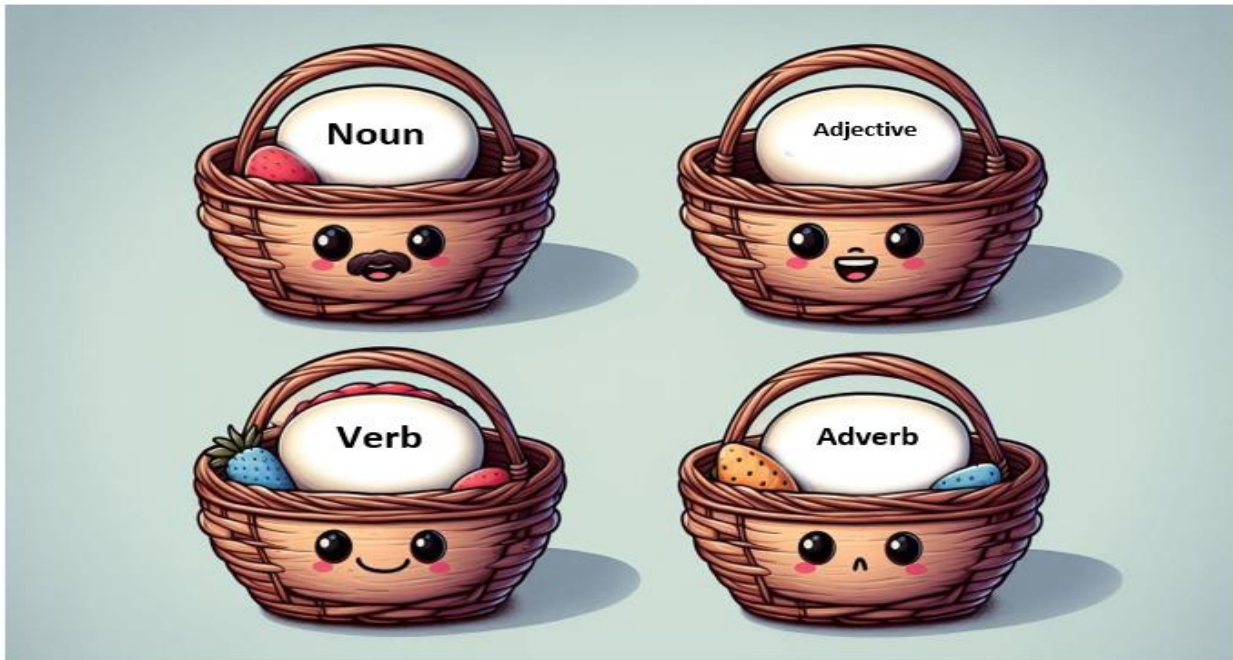


HOW TO PLAY (INSTRUCTIONS, RULES OF THE GAMES, REWARD)

1. The teacher demonstrates the game- picks one ball from the bucket, matches the ending of the word written on the ball with the ending written on the small bucket, sound it aloud and throw the ball in the relevant bucket.
2. Students from one group come in line, pick a ball, match the endings, sound it and throw the ball in the relevant bucket.
3. The other group around the table monitor the correctness of the words.
4. Then the groups swap the role.

My Plate My Food

About the game: This game aims to help the learners to select suitable words of different categories and arrange them into meaningful sentence. This will help the learners to recognise word category and master sentence structure and syntax.



Language Element in focus:	Grammar (Parts of Speech, Syntax)
Language function:	Word recognition, reading, writing
Time/Duration:	30 Minutes
Learners' level:	Preparatory (Classes 4-5)
Learners' size:	20-30
Place:	Inside the classroom

PREPARATION FOR THE TEACHERS

- Twenty simple sentences with subject, verb and object
- Set of rules
- Cut out of each word from the 20 sentences

MATERIALS REQUIRED

- Words cut outs
- Small bowls
- Drawing pins
- Pin-board



HOW TO PLAY -

1. The teacher prints and cuts twenty small sentences into parts so that every word is isolated. He keeps some more similar word in each category. For example, if s/he cuts a sentence "Rahul eats a mango." there will be four-word cutouts i.e. "Rahul", "eats", "a" and "mango".
2. The teacher puts all these words into separate baskets such as noun, pronoun, verb, determiners, adjective, adverb etc. There may be as many as eight baskets based on word categories. The teacher may use three or four baskets for foundational level and seven to eight baskets for the preparatory level learners.
3. Next, the teacher cuts one sentence and puts all the word cutouts in the related baskets. The teacher now distributes the sentence printouts to the learners and asks them to cut the sentences into words and put them into proper baskets. Then, they will add five similar words by writing them neatly on colourful pieces of paper in big font sizes, similar to the printed ones. This will not only make the job of the teacher easy but help the learners to understand the parts of speech and games better. The teacher is vigilant and ensure that the learners put words into the proper baskets only.
4. The teacher then discusses the following rules of the game with the learners:
5. All the leaners stand in a line to collect words into their plates.
6. They may pick up to three words from one basket and put them in their plates.
7. Likewise, they may pick words of their choice from each basket and fill their plates.
8. Then, the learners check their collected words in their plates and try to arrange them into meaningful sentences. They may sit in groups and help one another in the arrangement of words in proper order. They may even share/exchange the words with their friends if they have extra word in their platter.
 - a. Then, the learners pin the words on the pin board in proper order to make meaningful sentences one at a time.
9. The winners is decided on the basis of the maximum number of words used by one learner for making meaning sentences.

SAMPLE SENTENCES

1. The tall tree moves gently.
2. The child plays happily.
3. The old dog sleeps peacefully.
4. A red apple falls softly.
5. The busy bee buzzes on the flowers.
6. A big cat purrs happily.
7. The bright sun shines warmly.
8. A small bird sings cheerfully.
9. The white snow covers the mountain.
10. A fast car speeds down.
11. The lazy cat lounges lazily.
12. A cold wind blows fiercely.
13. The playful puppy chases butterflies.
14. A green frog hops swiftly.
15. The hungry squirrel gathers nuts.
16. A noisy bird chirps loudly.
17. The orange sunset glows beautifully.
18. A sleepy baby yawns softly.
19. The swift river flows smoothly.
20. A curious child explores eagerly.

Variations/Customization

This game can also be played by the learners of foundational level with letter cut outs to make meaningful words.

Extension Activity

The teachers may ask the learners to arrange the sentences in proper order to make a meaningful paragraph.

31

Sprinting through Sounds

About the game: This game is designed to make learning rhyming words a dynamic and enjoyable experience for students. It is a fast-paced game where teams race to sequentially identify and collect rhyming word cards at various stations.



MATERIALS REQUIRED

- Rhyme cards with words, made of cardboard or paper
- Cones or chairs as relay stations
- Stopwatch

Language Element in focus:	Reading and listening skills, phonemic awareness, vocabulary enrichment
Language function:	Students will identify rhyming pairs
Time/Duration:	05 Minutes for one round
Learners' level:	Preparatory
Learner size:	Group consisting of four-five students
Place:	Playground



How to play:

- Prepare a number of cards with multiple rhyming words. Create more than just a pair for one particular word, depending on the number of relay stations you have. Throw in a few random words that do not rhyme with any other word in the remaining cards. For, example:

• Tall	• Cook	• Best
• Fall	• Book	• Test
• Doll	• Look	• Rest
• Call	• Shook	• Nest
• Mall	• Hook	• Guest
• Stall	• Took	• West

Random words: Put, shout, joke, free, etc. There will be only one word on each card.

- Choose a core word for the rhyming game, example Doll. Now, make groups of word cards in such a way that there is one rhyming word of 'doll' in each group. For example, one group will have four words- 'tall', 'shout', 'done', 'mat', while the next group will have 'fall', 'share', 'pen' and 'down'.
- Divide the class into teams depending on the number of relay stations; for example, for the table given above, there will be five stations and one finishing point, and the number of students in each team will be five.
- Create five relay stations and keep each group of words as indicated in the second point at each station. So, each station will have only one word that rhymes with the core/starting word.
- One member will start the race while the rest of the team members will stand at the stations waiting to get tagged, one member at each station.

- Hand over the first word to the student starting the race of Team A. Give a word 'Doll' to the first learner. The student runs over to the first station where four-five cards are kept with various words, out of which only one rhymes with 'doll', i.e. 'tall'. The child needs to recognise this rhyming word, pick it up, run over to the next station and hand it over to the learner standing at the second station, which has words 'fall', 'share', 'pen' and 'down'. The second student reads out the words loudly and then finds the word that rhymes with 'doll' and 'tall', picks it up and runs to the next station. She/he hands over the cards 'doll', 'tall' and 'fall' to the student standing at the next station, which again has only one word that rhymes with 'doll', 'tall' and 'fall'. The student needs to identify the rhyming word and run to the next station. The student at the last station will run up to the finishing line, where the timer will stop. The teacher will check all the words and, if found correct, will provide them with a sticker/badge.
- The team that completes the race in the least amount of time will be declared the winner.
- Each series of rhyming words will be read out in unison by all the students.

Variations/Customization

The game can also be played with other groupings like adjectives, nouns, verbs, etc.

Space for Teacher's Notes

MATERIALS REQUIRED

- Baskets for keeping objects.
- Objects or picture cards representing those objects that exhibit various characteristics/ attributes, such as a ball, eraser, teddy bear, stone, cap of a particular colour, etc. Objects can be collected from around the class.
- Flash cards with descriptive words, such as round, small, soft, hard, blue, black, etc.



How to play -

1. Divide the students into teams of equal members. The game will be played between two teams at a time.
2. Gather the same objects/picture cards in two separate baskets for the two teams. Call out a descriptive word and let the team find the matching object/picture card. The team to find the object first and the one with the closest match will be awarded a point.
3. For example, the teacher may call out 'small', and the team has to come up with something that is small in size. The team that picks the right object in the least amount of time will be awarded a point. If both teams pick different objects, the one closest to the describing word will get the point. For example, for the describing word 'small', the eraser will get the point over the ball.
4. The team with the most points will be the winner.
5. The learning must be consolidated by keeping the matching words together for everyone to observe.

Variations/Customization

Instead of collecting the objects in a basket, the students may be asked to find the objects from their surroundings.

Word Wizard

About the game: This game aims to use appropriate words to make meaningful sentences. This language activity encourages critical thinking and problem-solving in the language being learned.

MATERIALS REQUIRED

- Word cards
- Stopwatch



Language Element in focus:	Speaking skills & Vocabulary
Language Function:	Students will speak and form verbal cues for the persons guessing the word.
Time/Duration:	5-7 mins for a round
Learners' level:	Preparatory
Learners' size:	Team game
Place:	Classroom



How to play -

1. The teacher will write a number of words on separate cards according to the level of the students and put them face down on the table at the centre of the classroom.
2. Students will be divided into groups. Only one group will play the game at a given time.
3. One player from the first group will be chosen by the group, and that particular student will come in the front of the class and face the rest of the students.
4. The student will pick out a word card from the ones kept on the table and will show it to the class without seeing it. The student will then ask their teammates, 'WHO AM I?'
5. The teammates will describe the word in different ways, and the student has to guess the word. For example, if the word that is picked up reads 'FREEDOM', they may give cues such as, 'it is an abstract concept', 'it is the opposite of being caged', 'we celebrate the day when our country got it' etc.
6. The teacher may set a timer of 1 minute or more depending on the level of students, and a limit on the number of guesses may also be set.
7. If the child guesses the word successfully, the team gets a point. The team with the highest score wins.

Variations/Customization

In the absence of cards, the teacher may simply write the word on the blackboard so that the student guessing the word has its back towards it and only the rest of the class is able to see the word.

34

Match the Contraction

About the game: A delightful game to make learning contractions fun for children. The students match the contractions like 'shouldn't' with its two-word form 'should not' in an interesting matching game. It is a simple yet engaging game for reinforcement of the concept of contractions.



Language Element in focus:	Reading and vocabulary
Language Function:	Students will recognize contractions and match them with their two-word forms.
Time/Duration:	15 Minutes
Learners' level:	Foundational
Learners' size:	Individual
Place:	Classroom/ playground

MATERIALS REQUIRED

- Index cards with contractions and their complete two-word forms written separately.



HOW TO PLAY -

1. The teacher will prepare index cards of contractions and their two-word forms. For example.:

Can't	Can not	He'll	He will
Won't	Will not	I'll	I will
I'm	I am	We're	We are
Didn't	Did not	They're	They are
What's	What is	She'll	She will
Doesn't	Does not	It's	It is

2. These index cards will be laid out in two rows, one of the contractions and the other of the two-word forms, but the pairs will not be put against each other.
3. The game will commence with any one student flipping only one card from the first row, followed by the next one flipping any random card on the opposite row. If the two cards match in terms of the word and its contracted form, they will be removed by the student. If not, the flipping will continue by the rest of the students. When a match is found while flipping, the pair will be removed. Similarly, all the pairs will be discovered by the students.
4. The amount of time taken to discover all the pairs will be recorded and announced.

Variations/Customization

This game can also be played with words and their opposite words.

Hurray Word Hunt!

About the game: The game aims to improve the listening skills of the students, and the variations of this game can also help them work on pronunciation and spelling.



Language Element in focus:

Listening skills

Language Function:

vocabulary development, active listening skills, enhancement of concentration, critical thinking, and memory recall in an engaging and competitive format.

Time/Duration:

10 mins for a single round

Learners' level:

Preparatory

Learner size:

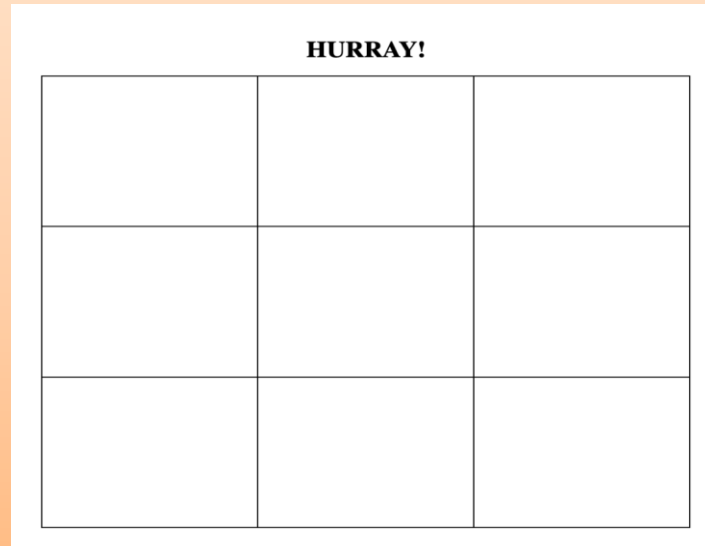
Individual/ pair/ group

Place:

Classroom

MATERIALS REQUIRED

- Printed tic-tac-toe 3x3 grid sheets.
- Students can make 3x3 grids in their notebooks as well like the one shown below:

**Variations/Customization**

For the foundational level, the teacher may simply read out 9 words or spell the 9 words instead of reading out a passage.

To increase the level of difficulty, instead of reading out a passage with the words in it, the teacher may use antonyms or synonyms of the words they want the students to strike out.

X	O	
	O	
X		x

HOW TO PLAY -

1. The students may be asked to make the grid shown above in their notebooks/ provided with sheets with the grid already made.
2. The teacher will write 12-15 words on the blackboard or present the words using OHP.
3. The teacher will ask the students to write one word in each box, i.e. a total of 9 words in the grid, of their own choice from the list of words written on the blackboard.
4. The teacher will explain to the students that she/he will now loudly read out a story/ passage and the students have to listen to each and every word attentively.
5. Whenever they hear a word that they have also written in their grid, then they must strike it out.
6. The students have to shout 'hurray' when three consecutive words get struck off forming a line (horizontal, vertical, or diagonal) in their grid. They will get one point for each such line.
7. The teacher will then read out a story/ passage in which only 9 words from the list shared with the students will be there.
8. An example of list of words and the passage to be read out is shared here:

FILL THE GRIDS WITH ANY NINE WORDS!

1. COMB	2. RAINBOW	3. RING
4. HOPPING	5. FOOD	6. FAMILY
7. STRETCHING	8. VASE	9. SPARROW
10. LAMP	11. ZIP	12. COUSIN
13. QUILT	14. WELL	15. MASK

PASSAGE:

Gurpreet went on a holiday with her family. She was very happy. Her father had packed some food for their train journey. She was hopping around inside the train with her cousin. They saw that everyone was wearing a mask. The lamp near her seat was not working, which made her sad. After eating, they decided to sleep. She asked for a comb after waking up, and her grandmother gave it to her. Then something special happened: she saw a rainbow from the window. Well, it was a very beautiful beginning to their trip.

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Word Tower Challenge

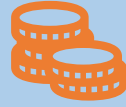
About the game: The aim of the game is to improve letter-word association among foundation-level students.



MATERIALS REQUIRED

- Blocks to play pitto,
- A ball
- Stopwatch

Language Element in focus:	Vocabulary
Language Function:	arranging words in the correct alphabetic order.
Learning Outcomes:	enhanced vocabulary, improved spelling, increased alphabetical awareness, and problem-solving abilities within a dynamic and enjoyable learning environment.
Time/Duration:	3-4 mins for each round
Learners' level:	Foundational
Learner size:	Group
Place:	Classroom



HOW TO PLAY -

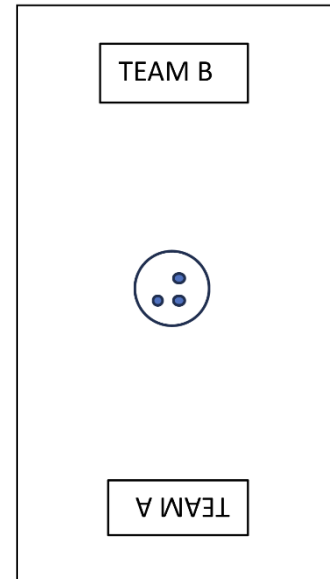
- Make groups of 3-4 students each, and two groups will play the game together against each other. It will be played in the same manner as pitto is played but with a slight twist.
- The game of pitto involves two teams, and players aim to knock down a tower of flat stones or blocks with a ball while the opposing team tries to rebuild the tower and hit the players with the ball.
- Take six blocks and write/paste words on it, make sure that the first letter of each word is different.
- Arrange the words in random order on top of one another to form a tower. Team A will start by knocking it down with a ball, and the members of Team B will try to erect the tower again, but placing the blocks on top of each other in alphabetical manner.
- The team members of Team B also need to protect themselves from getting hit by the ball. If they get hit by the ball, they will be considered out of the game, and the remaining members of their team will continue to play trying to build the word tower.
- The time taken by the team to make the tower in the correct sequence of words will be recorded. The team that takes the least amount of time to build the tower correctly will win.

Space for Teacher's Notes

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Pick and Run

About the game: This game involves quick response in choosing the odd one out from a number of items/ words. It enhances observation and critical thinking skills as students identify the unique item in a set.



Language Element in focus:

Spelling, vocabulary

Language function:

The game enhances spelling recognition and vocabulary reinforcement through quick decision-making and critical thinking.

Time/Duration:

1-2 minutes for a single round

Learners' level:

Foundational

Learner size:

Group

Place:

Playground

MATERIALS REQUIRED

- Various items/ words are grouped in 3s where one will be an odd object/ word. For example., three cards with three spellings of the same word where only one spelling is correct while the remaining two are wrong.
- These sets are to be formed keeping the level of students in mind.
- Whistle



HOW TO PLAY -

1. Divide the class into two groups - TEAM A and TEAM B.
2. Make the teams stand facing each other.
3. Make a circle in the middle and keep one set containing three cards. For example, occasion, occasion and occasion. Take the words from the lessons they have recently covered.
4. The teacher will blow the whistle to call one member of each team to study the words written on the cards while moving around the circle.
5. The teacher will blow the whistle for the second time, and as soon as the whistle is blown, the students have to pick the odd one among the three and run back to the team. In this case, the odd one will be the card with the correct spelling, i.e. 'occasion'.
6. The student who successfully picks the right word will explain how this was the odd one among the three cards kept.
7. This set will be replaced with a new one, and the team members will send the next players.
8. The team with the most points will be the winner.

Variations/Customization

This game can also be played with different sets of word categories and the complexity level of the game can be different levels of learners.

Blend Voyage

About the game: "Blend Voyage" is a dynamic word-building game set on a symbolic ship (raised platform). This game develops language skills by challenging students to construct words with blends swiftly and accurately.



Language Element in focus:	Speaking
Language Function:	The game facilitates students in recognising and manipulating phonemes through the use of blends, contributing to improved phonemic awareness essential for reading and spelling proficiency.
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learner size:	Individual
Place:	Classroom

MATERIALS REQUIRED

- Flash cards with blends written on them like bl-, cl-, fl-, gl-, pl-, sl-, br- cr-, fr-, dr-, sr-, sc-, dr-, pr- .



HOW TO PLAY -

1. The game can preferably be played at a place which has a higher platform that can be considered a ship.
2. Tell your students that you are going on a trip to a foreign country on a ship, and only those students who can make words using the blends correctly can hop on the class ship!
3. The teacher will stand on the raised platform and show flashcards with blends written on them. The first two students to make a word and spell it correctly can hop on the ship.
4. In this manner, keep the game running and allow students to make words.
5. All the students who are able to come on the ship may be given stickers as passports.

Variations/Customization

This game can also be played to check comprehension of units by asking questions related to the unit. Students giving the correct answers will be taken on the ship.

Space for Teacher's Notes

Find My Food

About the game: This game aims to use appropriate words referring to food items to enhance the vocabulary of the learners.

MATERIALS REQUIRED

- Five Boxes with Chits containing the names of various food items
- Placards containing the names of various animals

Language Element in focus:	Vocabulary
Language function:	NIL
Time/Duration:	5 Minutes
Learners' level:	Preparatory
Learner' size:	5-10 Learners at a time
Place:	Inside the Class



References

- <https://www.vedantu.com/biology/animals-and-their-food>



HOW TO PLAY -

1. The teacher gives the role of different animals to students and hands over the placards with the names of the animals (E.g: Lion, Elephant, Goat, Tiger, Cow, Cat etc.).
2. There are five big boxes which are kept in the center of the room. Each of these boxes contains chits with the names (English) of various food items (e.g. grass, banana, meat, fish, rice, wheat, maize, water, soup etc) along with their pictures and also the names in the local language, in jumbled form.
3. The teacher gives 3 minutes in total and each student has to go and identify as many food items which the animal (which is given to him/her) will eat/drink. They bring it back to the teacher and the teacher evaluates their findings and reinforces the food items in front of the other students.
4. The student who identifies the maximum food items within the stipulated time becomes the winner of the game.

Space for Teacher's Notes

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Question and Answer

About the game: This game aims to improve students' ability to ask questions and provide the right answers

Language Element in focus:	Speaking
Language Function:	Asking questions; Giving Answers
Time/Duration:	15-20 Minutes
Learners' level:	Foundational/Preparatory
Learner' size:	Group of 10 students
Place:	Indoor (Inside the class)

MATERIALS REQUIRED

- Chits with 25 questions and 25 answers
- 2 set of chits with different roles written on them.





How to play -

1. There are two sets of chits kept on a table. Each set contains 5 chits.
2. The teacher selects any 10 students randomly and asks them to go and select the chit of their choice from the two different sets. Each student gets only one chit.
3. The chits contain the names of certain main roles/characters and the names of few other roles/ characters connected with the main roles. For e.g.

SET A

Police

Doctor

Teacher

Priest

Vegetable vendor

SET B

Thief

Patient

Student

Devotee

Buyer

4. The students who selected chit from Set A has to identify his/her pair from among the students who selected the chits from Set B.
5. After identifying the pair, they have to move quickly to the board kept on the other side of the room where there are random questions and answers pasted on a board. (Note: There are a total of 25 questions and a total of 25 answers pasted on the board. The question and answers correspond to the particular roles).
6. The pairs have to identify the questions and the answers which match their roles and quickly write them down and bring it to the evaluator.
7. The group which completes the task first wins the game.

Sample Questions and Answers

Doctor

1. Good morning. Please take your seat. What can I do for you?
2. Since how long are you not feeling well?
3. What did you eat yesterday?
4. Did you eat anything from outside?
5. Ok it might be a case of food poisoning. I have prescribed some medicines. You can get it from the dispensary. Have the medicines and you will get well soon.

Patient

1. Good Morning Doctor. I don't feel good. I am having stomach ache and vomiting sensation.
2. Since yesterday evening.
3. I ate rice and daal curry.
4. Yes, I took some bujjia from a street shop in the nearby town.
5. Thank you so much doctor.

Note: There will be 5 questions and their corresponding answers for other roles as well. All the questions and answers would be jumbled on the board. The pair which identifies all the five questions and the corresponding 5 answers and writes them in their notebook, wins the game.

Space for Teacher's Notes

41

Jo Jeetha Wohi Sikander

About the game: This game aims to teach instructions to the learners.

Language Element in focus:	Speaking skills
Language Function:	Instructions
Time/Duration:	30 Minutes
Learners' level:	Preparatory
Learner' size:	One to class
Place:	Indoor (Inside the class)

MATERIALS REQUIRED

- Books, pen, bottle etc.
- Chits which carriers instructions



Sample Chits: (for the item bottle)

1. Pick the empty blue bottle and keep it on the table.
2. Open the blue bottle kept on the table and keep the lid on its side.
3. Fill the open blue bottle kept on the table with water from the green mug and close the lid of the bottle.
4. Take the blue bottle filled with water and empty the water in to the green mug and keep it near the green mug.
5. Pick the bottle kept near the green mug and keep it on the table.

Note: similarly, chits can be created for the other items in the room as well.



HOW TO PLAY -

1. The teacher takes the learners to a room where few items are scattered (For example,
2. Items can include bottle, book, pen, mug of water). The room also contains a table, chair and blackboard.
3. At a time, 3 different teams with 5 students in each team can play the game.
4. There is another box kept on one side of the room which contains chits which carries instructions. Each chit also has a number added to it along with the instruction.
5. The participants have to pick up the chits. The partici
6. pant who got chit no.1 has to carry out the instruction mentioned on the chit. Similarly, the participant who got chit no. 2 will have to carry out instruction no.2.
7. Since the chits are mixed and the participants don't know who the other members are who have the other instructions related to the task given to them, they will have to wait till their turn comes.
8. The team (5 participants) who are able to execute the task in the shortest duration are the winners.

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Mission Mangalyaan 4

About the game: In this game the learners play the role of different superheroes and assist ISRO to launch the rocket to Mars.

Language Element in focus:

Language Function: Understanding Instructions

Time/Duration: 30 Minutes

Learners' level: Preparatory/Foundation

Learner' size:

Place: Indoor (Inside the class)/ Outside the class

PREPARATION FOR THE TEACHERS

- Model of ISRO Rocket
- The different parts of the classroom have to be labelled as sky, outer space, etc.

MATERIALS REQUIRED

- Thermocol,
- Chart Papers,
- Plastic balls etc





HOW TO PLAY -

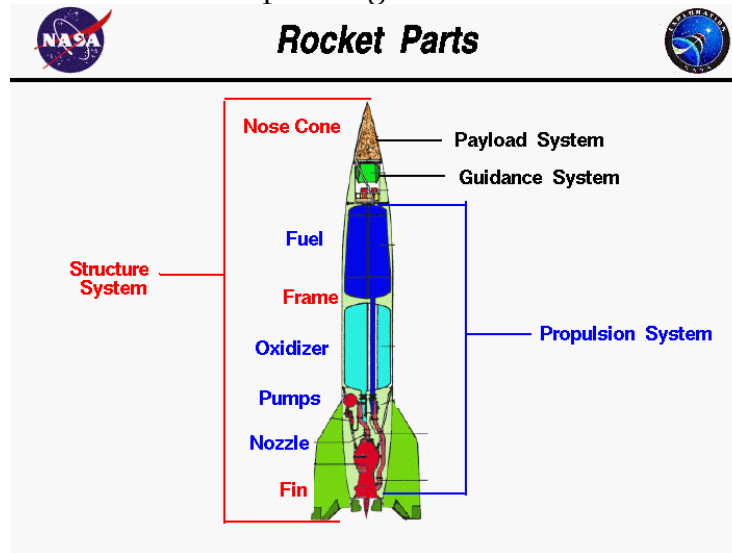
The model of a rocket kept in the front side of the class/room and it is marked as ISRO.

The other end of the room /ground is labelled as Mars. In between there are some places earmarked as sky, outer space_etc. to denote the trajectory of the rocket.

ISRO needs the help of the superheroes to take the rocket to MARS. The superheroes join together. There are various stages of taking the rocket to MARS. The different stages of the rocket launch and its trajectory/path to MARS is earmarked in different parts of the class. The teacher explains the stages in brief to the students. The rocket has to undergo various challenges at each stage. The strategy to come out of the challenge is also described at each stage in the form of simple instructions written at each location.

At each stage, the special powers of specific superheroes are required. The rocket takes off from the launch pad. The superhero having the required powers helps/ rescues the rocket and takes it forward through the challenges. The rocket has to reach Mars in 10 minutes after avoiding or escaping from all the challenges using the special assistance of the superheroes. The teacher can interfere in various stages by providing the required input to the students. The students work together and make the rocket reach MARS within the stipulated time.

Sample image of a rocket



Sample Superheroes and their powers:

Chota Bhim: Lifting, Breaking, Splitting, Pushing

Shaktiman: Flying, rotating, Jumping, space travel

Chakra: changing shapes, Repairing, Igniting

Super commando Dhruva: Sprinting, shooting, Bombing

Inspector Steel: Withstand explosion, breaking, pushing,

Sample stage and instructions:

Stage: Outer Space

Challenge: The rocket is going to enter a zone with a lot of asteroids. We need to break the asteroids and also change the trajectory of the rocket to avoid the asteroids. For this Inspector steel, Chota Bhim and Super commando Dhruva can use their special powers. (Note: The asteroids can be made using thermocol and paper and can be hung in the location).

End Letter Game

About the game: Through this game, the students will practice spelling, pronunciation and the use words in meaningful and simple sentences.



PREPARATION BY THE TEACHERS

- Give students a list of daily used words
- Know the correct Pronunciation of these words

MATERIALS REQUIRED

- Blackboard
- chalk

Language Element in focus:	Listening Skills & Vocabulary
Language function:	Giving and following instructions
Time/Duration:	30 Minutes
Learners' level:	1 to 5
Learner' size:	whole classroom
Place:	Indoor [Inside the classroom]

HOW TO PLAY-

- The teacher will ask a student to write a word on the blackboard.
- The teacher asks the student to use the word in a sentence.
- If the student spells the word correctly, pronounces the word correctly and uses the word correctly in a sentence, then he/she gets 5 points (spelling - 1, pronunciation - 1, and use in a sentence - 3).
- Then, the next student comes to the board, writes a word starting with the ending letter of the previous student's word, utters the word and uses the word in a sentence.
- Similarly, the game continues till every student of the class gets their chance to write a word on the blackboard starting with the ending letter of the preceding word, pronounce it, and use it in a sentence.

44

Help Me Find My Class

About the game: This game aims to learn nouns {Naming Words} and their different types.

PREPARATION FOR THE TEACHERS

- Prepare a list of nouns with the names of persons, places, animals, things, and abstract feelings.
- Write each noun on a separate sticky note.

MATERIALS REQUIRED

- Notebooks of sticky notes
- Stopwatch
- A blackboard / whiteboard



Language Element in focus:	Nouns and classification of nouns
Language Function:	Parts of speech
Time/Duration:	30 Minutes (Each Game)
Learners' level:	Classes 3 to 5
Learners' size:	Whole Class
Place:	Indoor (Inside the class)

HOW TO PLAY -

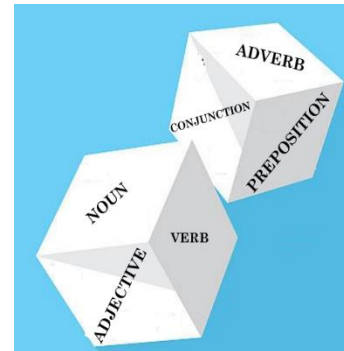
1. Draw five columns on the board with headings as PERSON, PLACE, ANIMAL, THING, ABSTRACT
2. Ask the students to come individually, unstick a note from its book, and paste it on the board in its respective column. Along with ask the type of the noun with the student.
3. During this calculate the time taken by the student in this complete process using the stopwatch.
4. At the end of the game, the teacher can announce the name of top five students who took less time in the process.

45

Dice Roll (Parts of Speech)

About the Game:

This game aims to help the learners recall the words from different types of speech.



Language Element: Parts of Speech

Learners' Level: Preparatory (IV - V)

Learners' Size: A group of 5 students

Duration: 30 minutes

Place: Classroom

Materials Required:

- A dice
- Blank A4 size sheets
- A pen

Preparation For the Teachers:

- Name the face of the dice as a Noun, Adjective, Verb, Adverb, Prepositions, or Conjunctions.
- Teach students about the different types of parts of speech.

**HOW TO PLAY :**

- Each player takes turns rolling the dice.
- Whatever comes on the top face of the dice, the player writes a word from that part of speech within 10 seconds.
- If the player fails to write the word within 10 seconds, he will lose his chance.
- A player can be given a maximum of three failed chances, and in case of a fourth failed chance, the player gets out of the game.
- The player who survives till the end with the least number of failed chances wins the game.

Variations / Customization:

The same word can be used in various sentences as different parts of speech. Therefore, to increase the game's complexity for average students, the teacher can give passages from the book and ask the students to encircle the words shown in the passage according to the top faces of the dice during the game.

Extension Activity:

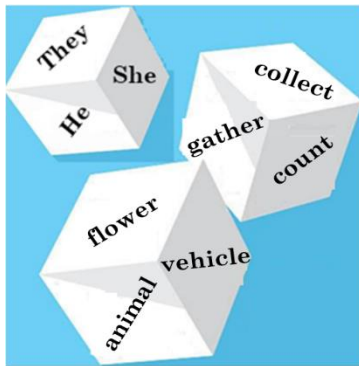
For preparatory students, the same game can be used with dice with different categories of words (like animal, flower, bird, vegetable, insect, object, etc.) on their faces.

Space for Teacher's Work

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Dice Roll (Sentence Formation)

About the Game: This game aims to improve learners' sentence formation skills and their understanding of subject-verb agreement.



Language Element in Focus:

Sentence Formation

Learners' Level: Preparatory (III-V)

Learners' Size: A group of 5 students

Duration: 20 minutes

Place: Classroom

Materials Required:

Three dices for

- the subject,
- the verb (transitive), and
- the object.

Preparation For the Teachers:

- Name the faces of the **Subject** dice with pronouns: **I, We, You, He, She, They.**

- Name the faces of the **Verb** dice with transitive verbs like **collect, gather, count, choose, find, select**
- Name the faces of the **object** dice with categories of objects like **flower, animal, vehicle, vegetable, musical instrument, and daily use item** Blank A4 size sheets
- Teach the students about sentence formation using different subjects, verbs and objects.
- Must teach the students the correct use of the Subj-Verb agreement.



HOW TO PLAY:

- Each player takes turns rolling all the three dice together.
- Whatever comes on the top face of all three dice, the player writes a sentence based on the syntactic structure given by the dice.
- For the object dice, the player is free to write any word from that category.
- If the player fails to write the sentence within 30 seconds, he will lose his chance.
NOTE: Repetition of sentence is not allowed.
- A player can be given a maximum of three failed chances, and in case of a fourth failed chance, the player gets out of the game.
- The player who survives till the end with the least number of failed chances wins the game.

Extension Activity:

The teacher can involve the entire class by asking the students to come to the board one by one, throw the dice, and write the sentence on the board within 30 seconds based on the syntactic structure shown by the dice.

Space for Teacher's Work

47

Let's Play Cricket

About the Game: In this game, learners will learn to form new words using the various types of affixes (prefixes and suffixes).

Language Element: Vocabulary Building

Learner Level: Preparatory (IV - VIII)

Learner Size: Two teams of 11-11 players

Duration: 30 - 40 minutes

Place: Indoor/Outdoor

Materials Required:

- List of prefixes & Suffixes
- A ball to throw
- A chart paper
- A pen to write

Preparation For the Teachers:

- Prepare a list of affixes (prefixes and suffixes)
- Categorise these prefixes (according to meaning) & suffixes (based on the part of speech). (For example, prefixes – negation, opposition, manner, space, time, etc. suffixes – abstract noun, adjective, adverb, verb)
- Teach the students different types of affixes and their meaning.





HOW TO PLAY:

- Make two teams of 11 students each.
- In each team, five bowlers throw the balls (affixes) to the opposite team and a captain.
- The match will be of ten overs.
- The match starts with a toss; one who wins will choose to bat or bowl.
- The batting team sends two of their players on the pitch.
- One of the bowlers throws an affix to the batsman. The batsman says a word within 10 seconds with the affix [if s/h does not say it, then s/he gets **clean bowled out**; if s/he says an incorrect word, then gets **LBW out**] and points a finger at one of the bowling team players.
- The player to whom the batsman points a finger will tell the spelling of the word within 15 seconds. If the player says the correct spelling, the batsman will be **caught out**; if the player does not spell the word correctly, the batting team gets the same score as the word's length.
- In order to get the score, any of the batsmen has to spell the word correctly. However, the batsman on the strike end will get the chance first, and if s/he spells the word correctly, it will be his/her score. Otherwise, the batsman will get run, and then the batsman on the non-strike end will get the chance to spell the word. If the batsman spells the word correctly, s/he will get the score; otherwise, the batsman will be run out in case of incorrect spelling.
- If the length of the word is an odd number, then the batsmen will **change their strike end**.
- The **Clean Bowled and LBW** outs will be counted as the bowlers' wicket.
- The **Catch-out** will be counted as the player's wicket towards which the batsman has pointed his/her finger and s/he spelt the word correctly.

Sample Examples:

Categories of Prefixes:

1. **Negation or Reversal:** un-, non-, dis-, in-, im-, il-, ir-
2. **Quantity or Size:** bi-, multi-, mini-, macro-, micro-, mega-
3. **Time:** pre-, post-, re-, ex-
4. **Position or Direction:** sub-, super-, inter-, intra-, trans-, over-, under-
5. **Degree or Size:** hyper-, hypo-, mega-, mini-
6. **Addition or Accumulation:** co-, com-, con-, syn-, sym-
7. **Opposition or Contrast:** anti-, contra-, counter-
8. **Other Meanings:** pro-, de-, bi-, tri-

Categories of Suffixes:

1. **Noun Suffixes:** -ment (enjoyment), -tion (celebration), -ness (happiness)
2. **Adjective Suffixes:** -ful (beautiful), -ous (spacious), -ish (childish)
3. **Verb Suffixes:** -ify (simplify), -ize/-ise (organize), -ate (celebrate)
4. **Adverb Suffixes:** -ly (quickly), -ward (backward), -wise (clockwise)
5. **Diminutive Suffixes:** -ette (kitchenette), -ling (duckling), -let (leaflet)
6. **Augmentative Suffixes:** -ule (globule), -oon (baboon), -oid (asteroid)
7. **Verb Forming Suffixes:** -en (lengthen), -fy (intensify), -ize (civilise)
8. **Agent Noun Suffixes:** -er (teacher), -or (actor), -ist (pianist)
9. **Adjective Suffixes:** -able (comfortable), -ish (childish), -al (historical)
10. **Comparative and Superlative Suffixes:** -er (faster), -est (tallest)
11. **Inflectional Suffixes:** -s (cats), -ed (walked), -ing (running)
12. **Plural Suffixes:** -s (cats), -es (boxes), -en (children)
13. **Possessive Suffix:** 's (dog's)
14. **Derivational Suffixes:** -ness (happiness), -able (comfortable), -ful (joyful)
15. **Prefix-Suffix Combinations:** un- + -ed (unwanted), re- + -ing (restarting)

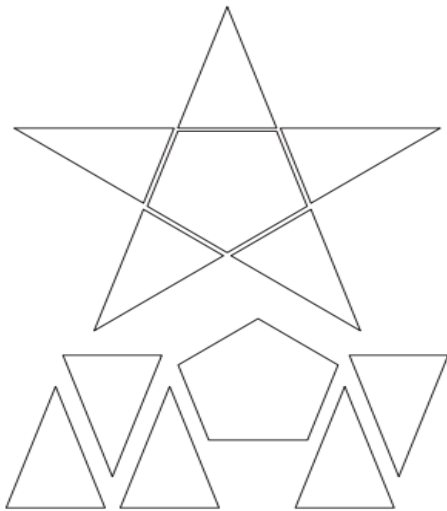
Variations / Customization:

- Bowlers can be categorised into prefix bowlers (two) & Suffix bowlers (three) [just like pacer and spinner in real game] to make the game enjoyable as the batsman will have some idea about the coming ball.
- Like the bowlers throw a variety of balls in real cricket, similarly to get variation in this game, the bowlers can use affixes of different categories.
- To make the game more difficult, let the batsman say both the category of the affix and the example.

Space for Teacher's Work

Twinkle-Twinkle

About the Game: This game will help the students learn the verb forms.



Language Element in Focus: Verb forms

Learners' Level: Preparatory (III-V)

Learners' Size: Two teams of 5 students each

Duration: 20 minutes

Place: Classroom / Outdoor

MATERIALS REQUIRED:

- Tagboard
- Star templates
- Sticky notes

PREPARATION BY THE TEACHER:

- Create star puzzles from the tagboard using the template shown.
- Each star will have a centre piece and five arms.
- The centre is to be used for verb, and five arms have to be used for V², V³, V⁴ [V + ing], V⁵ [V+s/es], and used in a sentence.
- A list of verbs. [To make it more interesting, ensure that you include a maximum number of irregular verbs.



HOW TO PLAY:

- Ask both teams to sit on either side of the bench/ table.
- The first student sitting on the left side from one group starts the game, writes a verb on the sticky notes, and sticks it in the centre of the star template.
- The students from another group write on the five arms, each on one arm. One who is facing the player writes the V² on one of the arms, then the next student sitting on the right writes V³, and similarly, the star arms rotate among the students in a clockwise direction, and the fifth student writes a sentence using the verb.
- For correct writing, the student gets +1 point, and the one who writes incorrectly or does not write within 10 seconds will get -1 point.
- After 5-6 rounds, i.e. completing 25-30 verbs, one who earns the highest points will be the winner.

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Spin the Wheel

About the Game: The learners will learn words' different morphological and syntactic features.

Language Element in Focus: Vocabulary

Learners' Level: Preparatory (III - V)

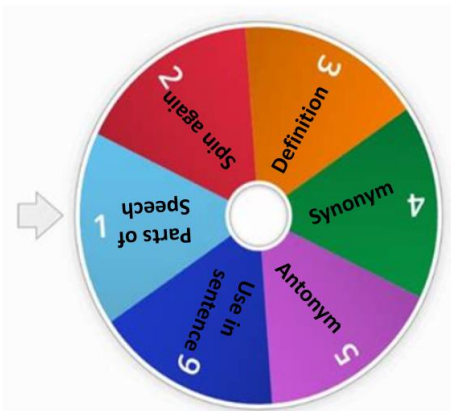
Learners' Size: Class

Duration: 30-45 minutes

Place: Classroom/Outdoor

Materials Required:

- A wheel on a stand with an arrow attached to it.
- A bowl, and
- a stopwatch



Preparation by the Teacher:

- Prepare a list of words from the text prescribed to them.
- Divide the wheel is divided into six sectors: **definition, synonym, antonym, use in sentence, parts of speech, spin the wheel again**



HOW TO PLAY:

- Ask the students to prepare and memorise the words from a lesson in their textbook.
- Make chits of all these words, fold them, and put them in the bowl.
- Call a student in the front and ask him/her to pick up a chit from the bowl and spin the wheel.
- Ask the student to tell whatever the arrow signals.
- Award points to the student as per their response time. 0-5 seconds - 5 points; 5-10 seconds - 4 points, 10-15 seconds - 3 points, 15-20 seconds - 2 points; 20-30 seconds - 1 point; > 30 seconds - 0 point
- Give every student a maximum of five chances.
- Whoever gets the highest point is the winner.

Variations / Customization:

The teacher can use this game for different lexical and grammatical categories to make the students learn with fun.

Crossword Puzzle

About the Game: This game helps the students to improve their vocabulary skills.

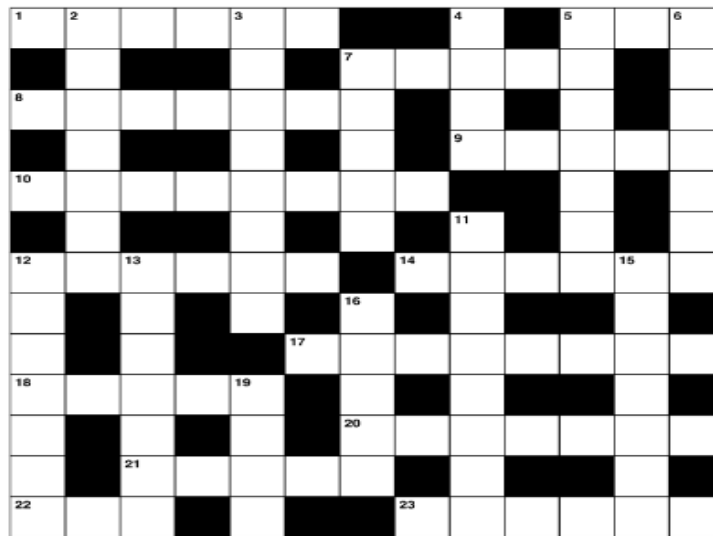
Across

- 1 - Spring back (6)
- 5 - Work of creativity (3)
- 7 - Noble gas (5)
- 8 - Forgive (7)
- 9 - Arms and legs (5)
- 10 - Forms of payment (8)
- 12 - Farmer (6)
- 14 - Tall structures (6)
- 17 - Moan (8)
- 18 - Connective tissue (5)
- 20 - Robbers at sea (7)
- 21 - Unpleasant giants (5)
- 22 - Male offspring (3)
- 23 - Chooses (6)

Down

- 2 - Space shuttle (7)
- 3 - Educational institutions (8)
- 4 - Hero (4)
- 5 - Excite (7)
- 6 - Thin papers (7)
- 7 - Dares (anag) (5)
- 11 - Bodily (8)
- 12 - Chats (7)
- 13 - Belief (7)
- 15 - Clothing (7)
- 16 - Great successes (5)
- 19 - Thin cable (4)

Crossword Puzzles



Language Element in Focus: Vocabulary

Learners' Level: Preparatory

Learners' Size: 20

Duration: 30 minutes

Place: Classroom

Materials Required:

- One-sided Graph papers,
- blank papers,
- English Textbook

Preparation by Teacher:

- Demonstrate to the students how to prepare a crossword puzzle with every cell having a letter, and how to create horizontal (Across) and vertical (Down) puzzles.
- Give students a list of words (preferably from the textbook) with their definitions a week before to remember.

**HOW TO PLAY:***Preparation before the game day*

- Give every student a list of 15 words.
- Ask them to prepare the crossword puzzle on graph paper and write the definition of words on the reverse side with numbers and arrangements horizontally or vertically.
- Ask them to prepare the answer copy of the cross-word puzzle on another graph paper.

The game day

- Collect their papers in the set and assign random codes to the games.
- Distribute the puzzle papers among the students randomly so that every student gets someone else's puzzle paper.
- Ask the students to solve the cross puzzle.
- Award points to the student as per their submission time. 0 -10 minutes - 5 points; 10 - 15 minutes - 4 points, > 15 minutes - 3 points
- Give every student a maximum of five chances.
- Whoever gets the highest point is the winner.

Variations / Customization:

The teacher can select the list of words from a register., i.e. words from a particular category.

Space for Teacher's Work

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Let's Have Fun

About the Game: Students learn to make funny sentences by writing words on paper and enjoy sentence construction with fun.



Language Element in Focus: Sentence

Learners' Level: Preparatory

Learners' Size: 6 – 8

Duration: 15 minutes

Place: Classroom

Materials Required:

- Blank paper,
- Pen

Preparation by teacher:

The teacher can teach the students different attributes of fun through sentences.

HOW TO PLAY:

- Divide the students in the groups of 6-8 students.
- Ask the groups to sit in a circle with their paper and pen.
- The game starts with a player writing a word on paper.
- Ask the students to rotate the paper to the student sitting on the right.
- The next student reads the word and adds another word before or after to make it a sentence.
- The teacher can allow the students to use editing marks to add a word in between the words to make a sentence.
- If a student finishes the sentence with a full stop. The next student can start the new sentence by writing a word on the paper.
- Let the game continue for 15 minutes.
- After 15 minutes, the teacher asks one student from every group to read the sentence made by their group and let everyone laugh at the funny sentences of other groups.
- Whichever team has written the maximum number of funny sentences can be declared the winner of the game.

Sample Examples:

1. The silly monkey danced wildly on top of a giant banana.
2. A friendly dragon flew clumsily through the rainbow sky.
3. The magical unicorn sneezed sparkles all over the enchanted forest.
4. A mischievous elf tickled the grumpy troll under the bridge.
5. The brave pirate searched eagerly for treasure on the sandy beach.
6. A clumsy wizard accidentally turned his hat into a hopping frog.
7. The sleepy bear snored loudly while floating in a bubble bath.
8. A giggling ghost played hide-and-seek in the spooky haunted house.
9. The adventurous astronaut discovered a talking alien on Mars.
10. A clumsy witch accidentally turned her broomstick into a flying pig.

Variations / Customization:

To make this game more interesting, the teacher can assign different contexts to different groups and let them come up with funny sentences in different scenarios.

Space for Teacher's Work

Grammar Auction

About the Game: In this game, like a public auction, the students buy jumbled/incorrect sentences that they can make correct. Thus, the students will learn to build and identify correct sentences.



Language Element in Focus: Sentence formation

Learner Level: Preparatory

Learner Size: Class

Duration: 45 minutes

Place: Classroom

Materials Required:

- Blank papers,
- pen,
- bundles of Children Bank currency notes (if possible to make the game interesting)

Preparation by teacher:

The teacher creates large paper strips with 30 jumbled/incorrect sentences written out or has the jumbled/incorrect sentences prepared for writing on the board.

**HOW TO PLAY:**

- Divide the class into groups of five students and ask the groups to keep unique names for their teams.
- The teacher makes five columns on the board for S.No., Jumbled Sentences, Base Points, Bid Points and initials of the purchaser team.
- The teacher writes a jumbled/incorrect sentence on the board and the base point for it. [The teacher can decide the base point based on the number of errors in the sentence or the complexity level of the jumbled sentence.]
- The teams of students who think they can correct the sentence will bid against each other, and the team who outbids others within 30 seconds wins the bid, and the teacher writes the bid point and the name of the team in the columns next to the sentence.
- One team can bid for a maximum of 5 sentences [resulting in $5 \times 5 = 25$ sentences]. The five additional sentences are for the teams whose total bid points are less and who have more money to bid for more sentences.
- After the bidding round ends, the teams will be given 5 minutes to correct the sentences with them.
- The team which submits the correct sentences faster can be given bonus points.
- At the end, the team with the highest points wins the game.

Variations / Customization:

The game can be made more interesting by giving each team Children Bank Currency notes of value Rs. 100000. So, their maximum target is to bid a maximum of Rs 20000 on a sentence.

Space for Teacher's Work