ELEMENTARY COMMUNICATION GAMES

A collection of games and activities for elementary students of English

Jill Hadfield



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Nelson

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For Charlie

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Introduction

1 About games

A game is an activity with rules, a goal and an element of fun.

There are two kinds of games: *competitive games*, in which players or teams race to be the first to reach the goal, and *co-operative games*, in which players or teams work together towards a common goal. The activities in this book are mainly of the latter kind, as the competitive element or the need for speed often distorts the language used. Suggestions have, however, been given for introducing a competitive element into certain games, as the teacher may find this useful on occasions.

The activities in this book are *communicative games*, as distinct from *linguistic games*; that is, they are activities with a non-linguistic goal or aim. Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of a structure. However, in order to carry out this task it will be necessary to use language, and by careful construction of the task it will be possible to specify in advance exactly what language will be required.

The emphasis in the games is on successful communication rather than on correctness of language. Games, therefore, are to be found at the fluency end of the fluency-accuracy spectrum. This raises the question of how and where they should be used in class. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a traditional drill and, more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between the classroom and the real world.

This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to free communication; to be used as a culmination of the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

2 About this book

The games in this book have been specially written for beginners and elementary students – the tasks have been designed in such a way that only a very limited knowledge of the language is necessary to complete them.

Each game is written within a specific functional area and limited to one or two structures and a clearly defined lexical field. They can be used with beginners right from the very first lesson. The games are arranged in approximate order of difficulty, following a traditional structural progression, although teachers may, of course, use the games in any order, following their own syllabuses. The games are listed on page 3 under functional headings, but there is a structural index for cross-reference at the back of the book. There is also an index to the main lexical areas covered in the games. Essential exponents and lexis for each game are listed in the teacher's notes, and the teacher should check that students are familiar with these before playing the game.

The games make use of a variety of techniques. Variety is important in language teaching, and a succession of games based on the same principles, though exciting and novel at first, would soon pall. Techniques used include information gap, guessing, search, matching, exchanging and collecting, combining, and card games, problems and puzzles, role play and simulation techniques.

The simplest activities are based on the *information gap* principle. In these activities Student A has access to some information which is not held by Student B. Student B must acquire this information to complete a task successfully. This type of game may be *one-sided*, as in the above example, or *reciprocal*, where both players have information which they must pool to solve a common problem. The games may be played in pairs or in small groups, where all the members of the group have some information.

Guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.

Search games are another variant, involving the whole class. In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

Matching games are based on a different principle, but also involve a transfer of information. These games involve matching identical pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with the same card or picture; or as a pair work or small group activity, where players must choose pictures or cards from a selection to match those chosen by their partner from the same selection; or as a card game on the 'snap' principle.

Matching-up games are based on a jigsaw principle. Each player in a group has a list of opinions, preferences or possibilities. Only one of these is shared by everyone in the group. Through discussion the group must decide on a common preference, in order to agree on something such as a dinner date or choice of afternoon activity.

Exchanging and collecting games are based on the 'barter' principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging cards or articles at random; or as an inter-group activity, where players agree to collect a certain set of articles as a group and then exchange articles between groups; or as a card game on the 'rummy' principle.

Combining activities are those in which the players must act on certain information in order to arrange

Teacher's notes

1
Looking for Mr X

Type of activity
whole class
information search

Function practised
asking for and giving personal information

Exponent
What is his name/address/telephone number?
What does he do?
Is he married?
What nationality is he?/Where does he come from?

Lexical areas
occupations, nationalities, numbers

Essential vocabulary
name, address, nationality, telephone number, occupation, marital status, bus driver, married, Australian, park, road
numbers up to 20

How to use the game

Photocopy the forms so that there is one for each student.
Give out one form to each student.
The object of the game is to complete the form. To do this, students must move around the class asking questions about Mr X until they have obtained enough information to complete the form.
Students may only ask each other one question at a time before moving on. They may pass on information that they have obtained from other students, as well as the information that was originally on their form.

2
Chit-chat

Type of activity
whole class
information search

Function practised
asking for and giving personal information

Exponent
What's your name?
Where do you live?
How old are you?
Are you married?
How many children have you got?
What do you do?
What are your hobbies?
Do you like . . .-ing?

Lexical areas
occupations, hobbies

Essential vocabulary
age, married, single, divorced, child/children, job, technician, retired, electrician, nurse, policewoman, student, housewife, accountant, teacher, librarian, secretary, bank manager, actress, doctor, tennis, football, gardening, swimming, sailing, guitar, knitting, cooking, drinking, talking, judo, woodwork, painting, crosswords, piano, reading, art, pottery
numbers 1 to 100

How to use the game

The game may be played with any number (with a suggested minimum of seven or eight). If there are more than 16 students in the class, the game may be played in two groups. If there are fewer than 16 students in a group, questions should be deleted from the questionnaire and the corresponding role-cards removed.
Copy one role-card and one questionnaire for each student in the class. Distribute one role-card to each student and allow a little time for them to become familiar with the information.
Then give each student a questionnaire.
The object of the game is to find all the people described on the questionnaire. To do this, students must move around the room, asking each other questions until they have found all the people described on the questionnaire.
A similar game could be constructed by the teacher based on the students' own characters, provided that you know a little about their lives, occupations, interests and so on.

3
The seven families game

Type of activity
whole class
matching and combining

Function practised
talking about families

Exponent
What is your/your wife's/husband's/daughter's/son's name?
Where do you live?
How old are you/your children?
How old is your husband/wife?
How many children/brothers and sisters have you got?

Lexical area
family relationships

Essential vocabulary
mother, father, sister, brother, children, wife, husband, parents
numbers 1 to 50

How to use the game

The game may be played with 4 to 25 students. If there are over 25 students in the class, the game may be played in two groups.
There are seven families described on the cards:

1 John, Mary, Peter and Jill (Bristol)
2 John, Mary, Peter and Jill (Newcastle)

3 Steve and Mary (aged 23)
4 Steve and Mary (aged 25)
5 Steve, Anne, Tom, Pat and Robert (Newcastle)
6 Steve, Anne, Tom, Pat and Robert (Bristol)
7 John, Anne and Peter

Copy one card for every student in the class, but make sure that the total adds up to a number of complete families.
Give out the cards to the students and allow a little time for them to familiarize themselves with the details on the cards.
The object of the game is for everyone to find the other members of their family. To do this they must move around the room, asking questions to identify the other members of the family.
Emphasize that students should try to find out *all* the information about the people they think may belong to their family.

4

How many?

Type of activity
pair work
information gap

Function practised
counting

Exponent
How many ... are there?
There are ... (+ numbers up to 20)

Lexical areas
numbers up to 20, kitchen objects

Essential vocabulary
teapot, pan, fork, knife, spoon, cup, saucer, glass, plate, bowl, spider
numbers 1 to 20

How to use the game
Divide the class into pairs and copy enough pictures for each pair.
Give out the pictures so that one student in each pair has picture A and the other has picture B.
The object of the game is to find out who has the most things in the kitchen. To do this, A and B will have to ask each other how many teapots, pans, forks, knives, spoons, cups, saucers, glasses, bowls and plates there are in their kitchens and add up the total.
When they have done this, they can find out who has the most spiders!

5

Time zones

Type of activity
small group
information gap

Function practised
asking and telling the time

Exponent
What's the time?/What time is it in ...?
It's ... (+ times)

Lexical areas
numbers, times

Essential vocabulary
times, eg *It's ten to nine, It's half past one.*

How to use the game
The game may be played in groups of three or four.
Copy one set of information cards (1–4), one set of time cards and one rules sheet for each group.
The groups should sit around a table.
Each player in the group should have one information card.
The 12 time cards should be placed face down in the middle of the table.
For groups of three, the spare information card should be placed face up in the middle of the table and players should take turns in answering using that information.
Each player should take it in turns to pick up a time card from the middle of the table. The card will show what time it is in one of the four countries.
The object of the game is to fill in the time on the blank clock faces on each time card. To do this the player must find out from the other members of the group what the time is in each of the other four countries, asking, for example, *It's four o'clock in Sydney. What's the time in London?*

6

Where are my glasses?

Type of activity
small groups
information gap

Function practised
asking and replying where things are

Exponent
Where's/Where are my ...?
It's/They're in/on/under/on top of/near/next to/in front of/behind the ...

Lexical areas
furniture, common household objects and personal possessions

Essential vocabulary
radio, pipe, glasses, cushion, paper, umbrella, record, book, glass, socks, football, comb, handbag, pen, cigarettes, gloves, hairbrush, hat, teapot, knitting, cup, shopping basket, slippers, purse; TV, carpet, fireplace, mantlepiece, sofa, armchair, table, chair, waste-paper basket, wall, bookcase, lamp; in, on, under, on top of, near, next to, in front of, behind, to the right/left of

How to use the game
This game can be played in groups of three or four. For groups of three, leave out Jenny.
Copy one set of cards for each group.
Divide the students into groups of three or four and give out the cards.
Tell the students that they belong to a very untidy

family and are always losing things.
The large picture on their card shows their family living room. The small pictures show things they have lost.
The object of the game is for each player to find out from the others where these things are, and to draw them in on his/her picture.
One player should begin the game by asking, *Where is/are my . . . ?* and naming one of the lost objects.
The first player to answer gets the next turn.

7
Crossroads

Type of activity
small groups
information gap

Function practised
asking and replying where places are

Exponent
Where's/Where are . . .?
The . . . is next to/opposite/behind/in front of/between/on the right of/on the left of/the . . .

Lexical areas
shops and public facilities

Essential vocabulary
ironmonger, baker, hotel, café, greengrocer, newsagent, car park, post office, chemist, petrol station, cinema, shoe shop, hairdresser, restaurant, sweet shop, cathedral, dress shop, grocer, station, bus station, florist, butcher, bank, tobacconist; next to, opposite, behind, in front of, between

How to use the game

This game may be played in groups of three or four. For groups of three, leave out plan 4.
Copy one set of plans and one rules sheet for each group.
Divide the students into groups of three or four and give out the plans and rules sheets.
The object of the game is to fill in the names of all the places on the plan. To do this, students must pool the information they have on their individual plans. They should take it in turns to offer information about their plans to the rest of the group; each player should in turn make a statement about the plan, for example, *The post office is next to the bank.*
The other players should then fill in the information on their plans.
Sometimes players will not be able to use the information immediately – if they do not yet know where the bank is, for example. They may then make a note of the information for future use.
The game is finished when all the players have completed their plans.

8
The recipes game

Type of activity
whole class (in four groups)
exchanging and collecting

Function practised
asking for things

Exponent
Have you got any . . . ?
I'd like some . . .
How much/How many would you like?

Lexical areas
food, weights and measures

Essential vocabulary
eggs, butter, salt, pepper, milk, flour, cheese, sugar, chocolate, vanilla, water
numbers and amounts

How to use the game

The game may be played with any number of students.
Copy one set of recipes and one set of ingredients cards.
Divide the class into four groups.
Each group should have a clearly-defined home base – a table and chairs in a corner of the room.
Give each group one recipe and five randomly selected ingredients cards.
The object of the game is for each group to obtain the ingredients necessary to make its recipe.
Each group should first read its recipe and underline the five ingredients necessary for making it.
They may obtain these ingredients by exchanging cards with other groups. They must obtain exact amounts.
One person should leave each group with a card they wish to exchange and go to another group in order to try and exchange that card for a necessary ingredient card.
No group may send out or receive more than one person.
The first group to obtain all the ingredients necessary for its recipe is the winner.

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

9
Shopping lists

Type of activity
whole class
exchanging and collecting

Function practised
asking for things in shops

Exponent
Have you got any/a . . .?
How much/many do you want?

Lexical areas
food, chemist's items, amounts, containers

Essential vocabulary
butter, pears, eggs, coffee, salt, milk, biscuits, lettuce, rice, apples, peas, bananas, chocolate(s), carrots, chicken, oranges, crisps, jam, strawberry, raspberry, sugar, beef, flour, lemon, cheese, onions, potatoes, steak, bread, tea, shampoo, toothpaste, yoghurt, cabbage, soup, mushrooms, tomatoes, sardines, spaghetti; jar, packet, carton, bar, piece, tin, box, joint, bottle, loaf, tube
numbers and weights

How to use the game

The game may be played with any number of students.
Copy enough shopping lists – one for every student in the class.
Then copy the picture cards. Make sure that there is a picture card for every item on the lists.
Give each student a shopping list and four randomly selected picture cards.
The object of the game is for each student to acquire the items on the list. To do this, they must move around the class asking other students for the things they need. They should specify the quantities they need: for example, *Have you got any raspberry jam? Yes, how much do you want? Two jars.*

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

10
Shopping around

Type of activity
small groups
information gap

Function practised
asking and saying how much things cost

Exponent
How much is/are . . .?

Lexical areas
food, chemist's items, prices

Essential vocabulary
beans, potatoes, cucumber, apples, grapefruit, peaches, bacon, chicken, liver, mince, vegetable soup, apricot jam, peas, margarine, cheese, eggs, soap, soap powder, razor blades, aspirin; kilo, jar, packet, tin, dozen, bottle, bar
prices, weights and numbers

How to use the game

This game may be played in small groups of three or four students.
Copy one set of shopping lists, one set of supermarket prices and a rules sheet for each group.
Divide the class into groups and give each student a shopping list and a price list.
The object of the game is for the students to decide where to buy each item on their lists. To do this, they must ask the price of each item in turn from the other supermarkets, compare it with their own price list and decide which is the cheapest.
They should then calculate the amount spent and write it beside the item on their list.
At the end of the game they should add up the totals and find out who spent the most (or the least!) on shopping.
The game may be done as a race between the different groups in the class, to improve fluency in dealing with numbers in English.

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

11
Home sweet home

Type of activity
whole class
matching

Function practised
describing houses and flats

Exponent
What's your house like?
Has it got a . . .?
How many . . . has it got?
It's . . .
It's got a . . .

Lexical areas
names of rooms, adjectives for describing houses

Essential vocabulary
bedroom, kitchen, living room, dining room, bathroom, study, attic; terrace, bungalow, detached, semi-detached, flat, cottage, garden

How to use the game

The game may be played with any number of students.
Copy two pictures for each student in the class: one of their old house and one of their new house. Ensure that there is an old house to match every new house that you copy.
Give every student a picture of their old house and a picture of their new house (make sure the two are not the same!)
The object of the game is for everyone to find the person now living in the house where they used to live. To do this, they must move around the class, asking people to describe their present houses until they find the person living in their former house.

12
My home town

Type of activity
whole class
matching

Function practised
describing places

Exponent
Where do you come from?
Where is it?
It's in the north/south/east/west of England.
What's it like?
It's a . . . town.
It's got a . . .

Lexical areas
features of towns, adjectives for describing towns, compass points

Essential vocabulary
north, south, east, west, north-east, north-west, etc. university, cathedral, castle, walls, art gallery, palace, church, shop, theatre, concert hall, shopping centre, museum, station, factory, pub, school, beach, streets; historic, industrial, port, country, capital, village, seaside

How to use the game

The game may be played with any number of students.
Copy one map and one place description for each student in the class and give them out.
The students should read the place description and look at the map to decide which town it describes.
They should write the name of the town in the right place on the map and draw a line to connect the town with the appropriate plan.
When the students have finished, collect in the place description cards.
Tell them that they must now find out the names of the other towns on the map, and decide which plan belongs to which town.
The object of the game is to identify the towns from the maps and place descriptions. To do this they must ask students where they come from, where their town is and what it is like.

A similar game could be played using information about the students' own home towns.
Ask the students to write a short passage describing their home town.
Collect these in and use the information to prepare a questionnaire with questions such as: *Who comes from a small mountain village in southern Switzerland? Who comes from an industrial town?*
Students should then interview each other to find the answers.

13
Lost umbrellas

Type of activity
whole class
collecting and exchanging

Function practised
describing objects

Exponent
What's it like?
It's ... (+ adjective)
It's made of ....
It's got ....

Lexical area
adjectives describing shape, size, pattern, material

Essential vocabulary
round, square, long, short, big, small, oval, rectangular, tall, wide, narrow; plain, striped, spotted, flowery, checked; made of paper/string/leather/straw/wool/cloth; with round handles/a feather/flowers/a ribbon

How to use the game

The game may be played with any number of students.
Copy the large pictures so that there is one for each student.
Then copy the small pictures of umbrellas, hats, bags and glasses.
Select the objects in the small pictures to correspond with those that you have chosen in the large pictures.
Place the cards in five piles (large pictures, hats, umbrellas, bags and glasses) at the front of the room, and arrange the chairs in pairs around the room.
The students should take one picture from each pile and go and sit in pairs.
Tell the students that they all went to a party last night. When they arrived at the party they possessed the objects shown in the large picture. Unfortunately they ended up taking the wrong things home with them.
It is now the morning after and they are trying to reclaim their lost possessions.
The object of the game is to find the four missing possessions. To do this they will have to 'telephone' everyone who was at the party to see if they have taken their things.
They should start by ringing the student next to them and describing their possessions.
If the student has a small picture which corresponds to the one in the description, it should be handed over.
When both students have finished their descriptions, they should move on and find other partners and continue in this way until they have found the four small pictures which match the bag, umbrella, hat and glasses in their large picture.

14
Family portraits

Type of activity
small group
information gap

Function practised
describing people's faces

Exponent
What's your mother/father/sister/brother like?
He's/She's ...
He's/She's got ...
Is he/she ...?
Has he/she got ...?

Lexical areas
facial features, adjectives describing size and shape

Essential vocabulary
tall, short, fat, thin, straight/curly/long/short/blonde/dark hair, plaits, glasses, moustache, beard, bun

How to use the game

The game may be played in groups of three or four.
For groups of three, leave out one of the cards and tell the groups that four of the faces on their cards will not belong to any of their families.
Copy one set of pictures for each group in the class.
Divide the class into groups and give out the pictures.
Tell the students that the picture of the family group on their card represents their own family and the pictures with silhouettes represent the families of the other players.
The object of the game is to find out which family group belongs to each player, and which face belongs to each silhouette. To do this, students will have to describe their families to each other.
For groups of three, students may each describe their families in turn; for groups of four it is best if students describe one person each in turn.

A similar game could be played using the students' own family photos.
Ask the students to bring in one photo of each member of their families.
They should sit in groups of three or four and put all the photos face down in a pile in the middle of the group.
They should then shuffle the pile thoroughly and lay the photos out face up in a row.
Each student should then describe their family, and the others should decide which photos belong to that family.

15
Wallflowers

Type of activity
pair work
information gap

Function practised
describing people's clothes

Exponent
Who is the . . . girl/man?
Who is the girl/man with the . . .?
Which one?
The . . . one.
The one with . . . .

Lexical areas
clothes, adjectives describing physical appearance

Essential vocabulary
moustache, glasses, beard, blond, dark, straight, curly, long, short, hair; dress, jeans, blouse, skirt, shirt, trousers, shoes, suit, boots, jacket, T-shirt, pullover

How to use the game

Copy enough pictures for all the students in the class.
Divide the class into pairs and give out copies of the pictures A and B to each pair.
They should not look at each other's pictures.
Tell the students that they are at a party with a friend. They know the names of some of the people at the party, but not others.
The object of the game is to find the names of all the people at the party. To do this, they must describe the people they don't know to their partner, and ask who they are.

16
Looking for a hotel

Type of activity
whole class
simulation

Function practised
reserving hotel accommodation

Exponent
Have you got/Can I have a single/double room with shower/bath for one/two/three nights?
How much is a single/double room?

Lexical area
hotel accommodation

Essential vocabulary
single, double, twin-bedded room, shower, bath
numbers, prices

How to use the game

The game may be played with any number of students. Four students will be hotel receptionists and the rest will be tourists looking for hotel rooms, although if you have a large class – 20 or over – it would be better to have two receptionists at each desk to deal with queues.
Copy one hotel list for each receptionist and one tourist card for each tourist.
Clear the desks and chairs from the middle of the room and situate four hotel reception desks in different corners of the room. The receptionists should sit behind these.
Give each receptionist a different hotel room list and give out the tourist cards to the remaining students.
The object of the game is to find the cheapest possible hotel room for the night. To do this, students will have to visit each hotel in turn to enquire about availability and prices of rooms. They should then return to the hotel of their choice to make a firm booking.
There is always the possibility that the room of their choice may have been taken while they were making up their minds. They will then have to make a second choice.
If you want to increase the element of competition in the game with a small class, cross out some of the rooms on the hotel lists as if they were already taken.

17
Getting there on time

Type of activity
whole class
simulation

Function practised
asking for travel information

Exponent
Is there a train/bus/plane to/from . . . in the morning/afternoon/evening?
What time/When does it leave/arrive?

Lexical areas
times, 24-hour clock, places

Essential vocabulary
airport, zoo, bus station, town centre, hospital, football match, theatre, meeting, sports centre, bus stop, meet, visit, catch, arrive, leave, see, take, go, finish, fly, start, swim, walk, must, need
days of the week, times (24-hour clock)

How to use the game

Clear desks and chairs from the centre of the class.
Divide the class into two groups.
Divide one half into three groups and the other into groups of three and four.
Set up three desks in different areas of the room to represent bus station, railway station and airport.

The three groups should act as information officers in these three places.
Give each information officer an appropriate timetable.
Give each of the other groups a set of task cards, a blank answer sheet with numbers on it from 1 to 20 and a rules sheet.
The object of the game is for each group to answer all the task cards correctly. To do this the groups of students should work through the task cards in turn, going to the appropriate enquiries desk to ask about bus, train or plane times.
When they have completed a task they should write the time on the answer sheet. The teacher can then go through the answers at the end of the game.
When all groups have finished, the two halves of the class could change places and repeat the game.

18
The bus stop game

Type of activity
whole class
simulation

Function practised
asking for travel information about buses

Exponent
Where does the 45 go from?
Does the 45 stop at Church Street?
Which bus goes to Church Street?
When/What time is the next bus?
How often does the bus go?

Lexical areas
transport, numbers

Essential vocabulary
bus station, church, castle, museum, harbour, university, hospital, station
numbers, times

How to use the game

The game may be played with any number of players from a minimum of six.
Cards 1 to 8 are *queuer cards* – role-cards giving information about times and numbers of buses. Students with these cards should stand at the appropriate bus stop.
Cards 9 to 24 are *searcher cards* – role-cards with questions about times and numbers of buses.
The object of the game is for students with searcher cards to find a particular bus stop.
Select and copy the cards you are going to use.
There should be twice as many students looking for bus stops as students queuing at the stops.
Ensure that the information desired by the searchers is available on the queuer cards you have selected!
Clear the desks and chairs and arrange four bus stops at suitable intervals. Label these A, B, C and D.
Give out the cards and allow a little time for the students to read the cards and absorb the information.
Ask the queuers to go and stand at the right bus stops, and then tell the searchers to find their buses.
During the course of the game searchers will, of course, become queuers and may then pass on any information they have acquired while looking for their bus stops.
Teachers may prefer to construct their own set of cards, based on authentic bus numbers and destinations from the town where they are teaching.

Note: It is good idea to place the bus stops along an imaginary road or at a junction. Students can then give directions such as *round the corner* or *across the road.*

19
Visiting friends

Type of activity
small group
information gap

Function practised
asking the way and giving directions

Exponent
How do I get to . . .?
Turn left/right.
Go straight on.
Take the first/second/third turning on the right/left.

Lexical areas
directions, traffic systems

Essential vocabulary
left, right, first, second, third, turning, road, station, corner, side

How to use the game

This game may be played in groups of any size from three to eight, although obviously the larger the group the more language will be practised.
Divide the class into groups with about the same number of students in each group and copy one set of maps for each group. (For groups of three, use only maps A, B and C; for groups of four use only maps A, B, C and D, and so on.)
Give out the maps and tell the students a mutual friend of theirs is arriving at the station and visiting each of their houses in turn.
Their job is to give directions for each stage of the journey. Student A should start and, following the instructions on the map, should give directions from the station to the house on the map.
The object of the game is for students to listen to the instructions and draw in the route on their maps.
Then Student B should give directions from A's house to B's house and so on until the students have the complete route marked in on their maps.
Finally, ask the students to write down the directions from the last house back to the station.

20
Planning a day out

Type of activity
pair work
information gap

Function practised
asking about opening and closing times

Exponent
What's on at . . . tonight?
What time does it open/close/start/finish?

Lexical areas
times, public buildings and facilities

Essential vocabulary
museum, market, art gallery, cathedral, theatre, shopping centre; arrive, leave, open, close, start, finish
months, days, times

How to use the game

Copy a role-card and a map for every student in the class.
The students should sit in pairs facing each other across a table.
Give each student an appropriate role-card and a map.
Student A has a list of things to do and see on a visit to York. Student B has a guide to entertainments and facilities in York.
The object of the game is for student A to find out what the possibilities are and to plan the day. To do this, student A must ask student B for information about opening/closing/starting/finishing times of the shops, museums, plays in York, in order to decide what can and cannot be done in the time available.
Student A must draw in a route of the day's wanderings on the map.

21
Wandering tourists

Type of activity
whole class
simulation

Function practised
asking for tourist information

Exponent
How do I get to . . .?
Turn left/right.
When/What time does the . . . open/close/arrive/leave?
It opens/closes/arrives/leaves at . . . .
How much is a single/return ticket to . . .?
Can I change . . . into . . . please?
Can I have/Have you got a single/double room for . . . nights, please?

Lexical areas
directions, public buildings, transport, banks (currency), hotels

Essential vocabulary
bank, station, tourist office, museum, hotel, art gallery, shopping centre, bank, zoo, abbey, castle, aquarium, single, return, single/double room, shower, bath
times, prices, directions

How to use the game

This is an elementary simulation, designed to provide further practice in language already practised in *Visiting friends* (directions), *Planning a day out* (asking when places open and close), *Getting there on time* (asking for travel information), *Shopping around* (asking about prices) and *Finding a hotel* (reserving a hotel room).

The simulation may be done with a minimum of eight students. Four students will act as tourist information officer, railway booking clerk, hotel receptionist and bank clerk.
Copy an appropriate information card for each of these students.
The remaining students are wandering tourists. Copy a task sheet and map for each of these students.
If there are more than 15 or 16 students in your class it may be as well to have two students in the hotel, bank, tourist office and station to deal with the queues.
Clear the room of desks and chairs and set up four desks in different corners of the room to represent the bank, tourist office, station and hotel, and put students in these places with appropriate information cards.
Give each of the lost tourists a task sheet with appropriate map.
The object of the game is for students to carry out the instructions in the order in which they appear on the sheet.
Students should find out from someone in the street where the hotel, bank, tourist office and station are *on the map* and mark them in on the map, before going to these places.

22
Computer dating

Type of activity
whole class
matching

Function practised
talking about likes and dislikes

Exponent
I like/don't like . . . .
I like/don't like . . . -ing.
So do I/Neither do I/I don't
Do you like . . .?
Do you like . . . -ing?
Yes, I do/No, I don't

Lexical areas
sports and hobbies

Essential vocabulary
riding, gardening, swimming, tennis, skiing, golf, cycling, cooking, reading, football

How to use the game

The game may be played with any number of students, with a suggested minimum of six.
Copy enough cards for all the students in the class. Make sure each role-card appears at least twice.
Give out the cards to the students and tell them that **the object of the game is to find the perfect partner.** They should try to find someone whose likes and dislikes are exactly the same as their own.
To do this they should move around the class interviewing people about their likes and dislikes until they find someone whose tastes match theirs.

23
Commuters

Type of activity
pair work
information gap

Function practised
asking and talking about travelling to work

Exponent
Where do you/does he/she live/work?
I live/work in ....
He/She lives/works in ....
How do you/does he/she get to work?
I drive/walk/cycle/go by bus/train/car/bike/taxi.
He/She drives ...
How far is it?
It's ... miles.
How long does it take?
It takes ... minutes.

Lexical areas
places of work, means of transport, compass points, numbers

Essential vocabulary
north, south, east, west, north-east, north-west, south-east, south-west; bicycle, train, bus, taxi, motor cycle, car, factory, restaurant, garage, bank, library, office, hospital, shoe shop, chemist, café, school, hotel, post office, supermarket, hairdresser's, travel agent
numbers

How to use the game

Copy one picture sheet and one reading card for everyone in the class, and give them out.
The students should first of all read the information on the reading card and decide which pictures on the picture sheet are referred to.
They should then draw lines connecting one house with the people who live in it and the people with their places of work.
They should then write in along these lines the distance and the travelling time from the house to each place of work.
When they have finished, collect in the reading cards and group the students in pairs – A and B should work together, C and D should work together.
The object of the game is to find out all the available information about all the people in the picture sheet and complete it by drawing lines from each person to their place of work and writing in the distance and travel times.
They should ask each other questions about the people in their families – where they live and work, how they get to work, how long it takes and how far it is, filling in the picture sheet in the same way as they did from the reading card.
When they have finished, regroup the pairs so that A and C work together and B and D work together.
They should then share all the information they have collected and so complete the sheet.
The teacher can make the game into a race between groups by asking *Who has the longest journey? Who has the shortest journey?* The first group to find out is the winner.

24
Flatmates

Type of activity
whole class
matching

Function practised
asking and talking about habits and daily routines

Exponent
Do you ...?
When do you ...?
I ... early/late/in the evening/every day.

Lexical area
everyday activities

Essential vocabulary
smoke, drink, get up, go to bed, read, watch (TV), play (the violin/guitar/trumpet), like, clean, invite, give, love, eat, wash up, spend (time), cook, give up, go out, practise, work, sleep, belong to, type, write; tidy, untidy, busy, active, heavy (smoker), social life, alone, diet;
qualifying words: *often, never, a lot, early, late, not much, etc.*

How to use the game

The game may be played with any number of students, with a suggested minimum of six.
Copy the cards so that there is one for each student.
Make sure that each role-card appears at least twice.
Give the cards to the students and tell them that they are all looking for someone to share a flat with them.
The object of the game is to find someone with whom you can live in peace!
Students should interview each other about their habits and daily routines until they find someone whose lifestyle is the same as their own.
If you have an odd number in your class, either one person will be left without a flatmate or you can specify that more than two people can share a flat together.

25
Habits and hobbies

Type of activity
whole class
information search

Function practised
talking about hobbies

Exponent
Do you ...?
How often do you ...?
When do you ...?
I ... once/twice a day/week/month/year.
I ... every day/morning/afternoon/evening.
... at weekends
... on Sundays/Wednesday evenings
... in the afternoons/mornings/evenings
... in the summer/winter

Lexical areas
hobbies, sports and pastimes

Essential vocabulary
exercise, cycling, golf, riding, tennis, swimming, walking, climbing, skiing, flying, diving, painting, drawing, pottery, sculpture, photography, parachuting, dancing, cooking, sewing, knitting, woodwork, piano, violin, listening to records/the radio, reading, watching TV, writing letters, fishing, yoga, gardening; like, go, play, practise, listen, paint, draw, do, want, cook, sew, knit, try, read, watch, write, listen

How to use the game

The game may be used with any number of students from eight upwards.
Copy enough cards and questionnaires for everyone in the class.
The relevant information is on cards 1 to 8, so ensure that these are included in the cards you copy.
Give out one card and one questionnaire to every student in the class.
The object of the game is to fill in the questionnaire. To do this, students will have to move round the class, asking questions such as, *Do you play the piano? How often do you watch TV? When do you play golf?*

Note: A similar game could be constructed using information about the students' hobbies and interests. Ask the students to write a short piece about their hobbies and interests, saying how often they do each of the activities they mention.
Collect these in and use the information to prepare a short questionnaire similar to the one in this game.

It is also possible to use the cards for a matching game. Copy one card for every student in the class but make sure that you include a counterpart from cards 9 to 16 for every one of the cards 1 to 8 that you use.
Give one card out to each of the students, and tell them to interview people about their hobbies and interests until they find someone with the same interests as they have.
They should then try to find the differences in their habits.
The first part of the game will involve the questions, *Do you . . .?* and *Do you like . . .?*; the second part will involve the questions, *How often do you . . .?* and *When do you . . .?*

26
Finding a date

Type of activity
pair work
information gap

Function practised
making arrangements – inviting, accepting and refusing

Exponent
Can you/Would you like to come to dinner on . . .?
How/What about . . .?
I'm sorry I'm . . . -ing.
I'd love to.

Lexical areas
entertainment and social activities

Essential vocabulary
dinner, party, coffee evening, cinema, drink, dance, go, have, come, meet
days of the week, times

How to use the game

Copy enough diaries for all the students in the class.
Ask the students to sit in pairs facing one another and give out the diaries. Tell the students that these are their engagement diaries for the coming week.
Student A wants to invite student B for dinner one evening.
The object of the game is for the two to find a mutually convenient date. To do this, they should enact a telephone conversation where A rings B up to suggest having dinner. They should take it in turns to suggest possible dates.
The game is finished when the arrangements are complete.

27
Socializing

Type of activity
whole class
matching up

Function practised
making arrangements – inviting, accepting and refusing

Exponent
Can you/Would you like to come to . . . on . . .?
How/What about . . .?
I'd love to.
I'm sorry I'm . . . -ing.

Lexical areas
entertainment and social activities

Essential vocabulary
cinema, theatre, pub, concert, restaurant, disco, bowling alley, etc.
days of the week, times

How to use the game

Copy enough diaries for all the students in the class.
Give each student a blank diary and write a list of seven different places on the board, for example, cinema, theatre, restaurant, pub, concert, disco, bowling alley.
Tell the students that they want to go out every night to a different place. They must go out with a different person every night, and they may not go to more than one place or out with more than one person on any night.
The object of the game is for each student to make arrangements and write them in their diaries.
When they have filled up their diaries and returned to their places, they should discuss their social programme with the person sitting next to them.

28
Sunday afternoon

in memoriam T Hancock

Type of activity
small group
matching up role-play

Function practised
making suggestions and stating preferences

Exponent
Shall we . . .?
Let's . . . .
How/What about . . . -ing?
I'd rather/prefer to . . . .
I don't want to . . . .
That's a good idea!

Lexical areas
sport and pastimes

Essential vocabulary
castle, picnic, cycling, riding, tennis, TV, chess, music, cards, bowling, skating, cinema, zoo, seaside, sailing, radio, museum, art gallery, go, play, watch, visit, listen

How to use the game

Divide the class into groups of three or four and copy one set of role-cards, one set of situation cards and a rules sheet for each group.
For groups of three leave out role-card D.
The players should sit round a table with the situation cards face down in a pile in the middle of the table. The cards should be in order from 1 to 6.
Each player should have a role-card, A, B, C or D.
Tell the students that it is Sunday afternoon and they are sitting at home feeling rather bored.
They should turn up the first situation card and, acting on the instructions on that card, make suggestions of things to do, based on the list of preferences on their role-cards.
The object of the game is to continue making suggestions of things to do until they find something that they all agree on. When they have reached agreement, they should turn up the next situation card and continue as before.
The game is finished when they have successfully decided on something to do.

29
Looking for a job

Type of activity
whole class
matching

Function practised
asking and talking about abilities

Exponent
Can you . . .?
Yes, I can/No, I can't . . . .
I can . . . .

Lexical area
abilities

Essential vocabulary
swim, speak, type, draw, paint, play (the piano/violin), play tennis, sing, ride, ski, sew, cook, drive, read music, take shorthand; teacher, secretary, journalist

How to use the game

The game may be played with any number of students. Copy enough cards for everyone in the class, but make sure that for every employee's card there is a corresponding employer's card.
Give out one card to everyone in the class.
The object of the game is for every employee to find a job, and for every employer to find a suitable person for the job. To do this, employers will have to move around the class, interviewing candidates for the jobs. They should only take candidates who fulfil all the requirements listed on the advertisement.
The game is finished when everyone has a job.
If you have an odd number of students in the class, either one student will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read, *Wanted – two . . . s.*

30
Do me a favour

Type of activity
small group
card game

Function practised
requesting, agreeing and refusing

Exponent
Can/Could you . . .?
Yes, of course.
Sorry, I'm busy/I can't at the moment.

Lexical area
household tasks

Essential vocabulary
clean (the window/floor/coat/carpet), sweep (the floor), mend (the vase/window), post (the letter), empty (the bin/ashtray), clear (the table), put away (the records), tidy, make the bed, do the washing-up/the shopping, make the coffee, open (the door), close (the window), wash (the clothes), mow the lawn, paint (the room), answer (the telephone)

How to use the game

Divide the class into groups of three or four and copy one set of cards and a rules sheet for each group.
The cards are divided into *request cards*, showing an action that needs doing, and *reply cards*, showing the completed action.
Request cards have a question mark [?] in the top right-hand corner; *reply cards* have a tick [✓].
The object of the game is for players to collect matching pairs of request and reply cards.
The players should sit in their groups around a table and deal out ten cards to each player. The remaining cards should be placed face down in a pile in the middle of the table.

The players should look at their cards and sort out any matching request and reply cards. These should be discarded.
The players then take it in turns to make requests based on the cards in their hand. The request may be addressed to anyone in the group.
When players have a reply card that corresponds to the request, they should give it to the player making the request with an appropriate response.
If they do not have such a card they should refuse the request with an appropriate response.
When a request is complied with, both cards should be discarded. When a request is refused, the person requesting should take another card from the pile in the middle.
The winner is the player who gets rid of all his/her cards first.

31
Where am I?

Type of activity
small group
guessing game

Function practised
asking what is possible/permitted

Exponent
Can you . . .?
Yes, you can/No, you can't.
You must/mustn't . . . .

Lexical area
everyday activities

***Essential vocabulary**
eat, walk, drink, talk, sleep, play tennis, change money, swim, read, buy, smoke, get up, go out, leave, see, dance, watch TV, etc.

How to use the game

Divide the class into groups of three or four and copy one set of cards for each group.
Students should sit in groups around tables with the cards placed face down in the middle of the group.
They should take it in turns to pick up cards from the pile. The player who picks up the card should look at the picture and make a statement about what is possible or permissible in that place, for example, *You mustn't speak there, You can read there,* etc.
The object of the game is for the others to guess where the place is.
They may ask further questions about what is possible or permitted in the place, for example, *Can you eat there? Can you swim there?*
When they have guessed correctly the next player should pick up another card.

Note: This game is best set up by demonstration. Give one of the cards to a student and ask the questions yourself. Then take one of the cards yourself and get the class to ask you similar questions until they guess correctly.

* As this is a guessing game it is difficult to predict in advance exactly what vocabulary will be required. The verbs suggested are a basic minimum.

32
Landladies

Type of activity
whole class
matching

Function practised
asking for and giving permission

Exponent
Can I . . .?
Yes, you can/No, you can't.

Lexical area
household activities

Essential vocabulary
play (records), use, smoke, drink, invite, bring, put, cook

How to use the game

The game may be played with any number of students. If there are more than 20 students in the class, copy extra *tenant cards* and specify that landladies may have more than one tenant.
Give out one card to each student.
Make it clear who is a landlady and who is a tenant.
The object of the game is for all the tenants to find a suitable landlady. To do this, they must move around the class asking what is and is not permitted by the various landladies until they find one who will let them do everything they want.
The game is finished when everyone has found the ideal place to live.

33
Feelings

Type of activity
pair work
information gap

Function practised
describing feelings

Exponent
He/She looks/feels . . . .

Lexical area
adjectives for describing feelings

Essential vocabulary
sad, happy, tired, angry, worried, surprised, ill, bored, puzzled, frightened, hot, cold

How to use the game

This game uses the same numbered frame as game 34 *How does it feel?*
Copy one frame, one set of pictures and a rules sheet for each player.
The students should sit in pairs facing one another across a table with a book or folder between them so that neither can see what the other is doing.
Give out the pictures and the frames to the students and ask one student (A) in each pair to arrange the 12 pictures in any order on the frame.

The other student should not be able to see what is happening.
The object of the game is for student B to arrange the pictures in the same order as student A. To do this, student A must describe the pictures to student B in terms of how the people in the pictures look or feel. Student B may ask questions.
When student B has arranged the pictures correctly, the two players may reverse roles – student B arranging the pictures and describing them to student A.

34

How does it feel?

Type of activity
pair work
information gap

Function practised
describing sensual experience

Exponent
What does it feel/taste/smell/look like?
It feels/tastes/smells/looks . . . (+ adjective)

Lexical area
adjectives for description of sensation

Essential vocabulary
rough, smooth, sweet, sour, hot, cold, wet, dry, light, heavy, sharp, soft, hard, bright, shiny, furry, prickly, hairy, slippery

How to use the game

Copy one set of pictures, one frame and a rules sheet for each student in the class.
The students should sit in pairs, facing one another across a table with a book or folder between them so that neither can see what the other is doing.
Give out the pictures and the frames to the students and ask one student (A) in each pair to choose any 12 of the pictures and arrange them in any order on the frame. The other student should not be able to see what is happening.
The object of the game is for student B to arrange the pictures in the same order as student A. To do this, student A must describe the pictures to student B in terms of how the objects taste, feel, look, smell. Student B may ask questions.
When student B has arranged the pictures correctly, the two players may reverse roles – student B choosing and arranging the pictures and describing them to student A.
It is not essential in the game for students to know the names of the objects in the pictures, although they may like to know them out of interest.

35

Opinion poll

Type of activity
whole class
matching

Function practised
asking and stating opinions

Exponent
What do you think about . . .?
I think it/he/she's . . . (+ adjective)
I don't/So do I/Neither do I.

Lexical area
adjectives for opinions

Essential vocabulary
beautiful, ugly, frightening, boring, interesting, delicious, attractive, handsome, exciting, enjoyable, horrible, difficult, sexy, nice, silly, rubbish, fantastic, wonderful, dangerous, awful, pretty, a bad habit, a waste of time/money

How to use the game

The game may be used with any number of students.
Copy enough cards for all the students in the class. Make sure that each card appears twice.
Give out the cards to the students.
The object of the game is for each student to find someone whose opinions are exactly the same as theirs. To do this, students must move around the class asking for and giving opinions on the subjects listed on their cards until they find someone who agrees with them about everything.

36

Nosy neighbours

Type of activity
whole class
information gap

Function practised
describing ongoing activities

Exponent
What's happening in . . .?
What's . . . doing?
What are . . . and . . . doing?
He's/She's . . . -ing.
They're . . . -ing.

Lexical area
everyday activities

Essential vocabulary
have (a bath/a shower/tea/a party), answer (the phone), dry (the dishes), clean (teeth), cook, cry, play (the guitar), watch (TV), write (letters), sleep, make (tea/beds), eat, drink, do the washing-up, fight, paint (the house/a picture), read, dance, type, yawn, get up, play, fish, do (homework), study

How to use the game

The game may be played with any number of students, from a minimum of eight.
Copy one large picture and one description for each student in the class.
Give out the cards to the students and tell them that they live in the street shown in the picture.
They live opposite the houses shown in the picture and they each have some information about what is going on in the houses. It is now 6 o'clock in the evening.
The object of the game is to find out what is happening in House number 5.

In order to do this, they will first have to read their descriptions and decide which pictures are referred to in that description. They should draw a line connecting the people described with the house they live in.
They will then have to move around the class asking their 'nosy neighbours' what is happening in the other houses in the row, and connect people with houses in the same way.
Nobody has a description for House number 5, so they will have to find out what is going on in all the other houses in the row in order to eliminate all the possibilities.
They will then be left with one picture which shows what is going on in House number 5.

37
Put it together

Type of activity
whole class, then small groups
matching

Function practised
describing a scene

Exponent
present continuous tense for ongoing activities

Lexical area
everyday activities

Essential vocabulary
picnic, sunbathe, walk, sleep, talk, catch, throw, run, fly, give, drown, swim, shout, look at, knit, play, carry, wave, look, write, light, chase, blow, eat, drink, take a photo, sit, take

How to use the game

The game may be played with up to 20 students. For larger classes, divide the class into two groups.
Make one copy of each of the pictures and cut them up along the lines shown, into as many pieces as there are students in the class. When there are fewer students, the pictures can be cut up into fewer pieces; three or four, for example, instead of five.
Give out one piece to each student.
Tell them that the pieces together make up four large pictures.
The object of the game is to find the other people who have pieces from the same picture. To do this, students will have to move around the class describing their pictures to the people they meet.
When they have found the other people with pieces of the same picture, they should sit down somewhere in a group and try to work out in which order the pieces come from left to right. To do this, they will have to describe their pictures to each other in greater detail.

38
Holiday quiz

Type of activity
small group
guessing game

Function practised
asking about past events

Exponents
Did you . . . ?
Yes, I did/No, I didn't.

Lexical area
everyday activities

***Essential vocabulary**
eat, see, visit, go to, have, etc, as required by students

How to use the game

Divide the students into groups of three or four and copy one set of pictures for each group.
The students should sit round a table with the cards placed face down in a pile in the middle of the group. They should take it in turns to pick up cards from the pile.
The object of the game is for the other players to try and guess where the player holding the card went for his last holiday. They do this by asking questions such as *Did you eat spaghetti? Did you see a kangaroo? Did you go to a bullfight?*
When they have guessed correctly the next player should pick up a card and the others should question him in the same way.

Note: This game is best set up by demonstration. Give one of the cards to a student and ask questions. Then take one of the cards yourself and get the class to ask you similar questions until they guess correctly.

* As this is a guessing game it is difficult to predict in advance exactly what vocabulary will be required. The verbs suggested are a basic minimum.

39
Robert's busy day

Type of activity
whole class
information gap

Function practised
asking and talking about future arrangements *or* past events

Exponent
What is he doing at . . . o'clock?
He's . . . -ing.
or *What did he do at . . . o'clock?*
He . . . -ed.

Lexical area
social activities

Essential vocabulary
catch, have (coffee/a drink/lunch/tea), meet, go to

How to use the game

The game may be played with any number of students.
Copy the diaries so that there is one for each student.
Give out one diary to each student and tell them they each have a page of Robert's diary.
The object of the game is to fill in all the diary entries. To do this, students must move around the class asking

questions such as *What is he doing/did he do at . . . o'clock?* Students may only ask one question at a time before moving on.
They may pass on information that they have obtained from other students, as well as the information that was originally on their page.

A similar game may be played using information about the students' own activities of the previous day or their arrangements for the next day. Ask the students to write a short account of their activities on the previous day or their arrangements for the next day.
Collect these in and use the information to prepare a short questionnaire with questions such as *Find someone who went/is going to the dentist at 11 o'clock yesterday/tomorrow.*
Students then interview each other to find the answers to the questions.

40
Casanova's diary

Type of activity
whole class
information search

Function practised
asking and talking about future arrangements
or past events

Exponent
What are you doing on . . . ?
Are you . . . -ing?
When are you . . . -ing?
or *What did you do on . . . ?*
Did you . . . ?
When did you . . . ?

Lexical area
social activities

Essential vocabulary
guitar, dinner, class, foyer, party, tennis, club, folk music, dentist, doctor, drink, station, coach station, art class, picnic, disco, pottery, college

How to use the game

The game may be played with 8 to 16 students. If there are more than 16 students, form two or more groups.
Copy one diary and one questionnaire for every student in the class.
The essential diaries are numbers 1 to 8; the others are 'floaters'.
Numbers 1 to 7 should be given to women, if possible; number 8 should be given to a man.
Give out the diaries and the questionnaires to the students and tell them that the diary shows all their engagements for the coming/past week. Some of these activities involve a man called John.
The object of the game is to find out as much as possible about John's activities during the coming/past week, and thus to complete the questionnaire. To do this, students will have to move about the class, asking questions to find out who is seeing John, when and where.

Note: The game may be used to practise either the present continuous tense (for fixed arrangements) or the simple past tense. Two versions of the questionnaire are therefore included and the teacher should select whichever is appropriate.

GAMES MATERIAL



1 LOOKING FOR MR X

Name John Fisher

Address .....

.....

Telephone number .....

Occupation .....

Marital status .....

Nationality .....

Name .....

Address 15 Park Road,
Exeter

Telephone number .....

Occupation .....

Marital status .....

Nationality .....

Name .....

Address .....

.....

Telephone number 6453210

Occupation .....

Marital status .....

Nationality .....

Name .....

Address .....

.....

Telephone number .....

Occupation Bus driver

Marital status .....

Nationality .....

Name .....

Address .....

.....

Telephone number .....

Occupation .....

Marital status Married

Nationality .....

Name .....

Address .....

.....

Telephone number .....

Occupation .....

Marital status .....

Nationality Australian

2 CHIT-CHAT (Questionnaire)

Find:

a technician with two children
a grandmother who lives in Hull
a 24-year-old nurse
an electrician who plays the guitar
a policewoman who lives in Oxford
a lazy student
a 54-year-old housewife
an accountant who likes fishing
a fireman who likes judo
a married teacher
a teacher who lives in Liverpool
a librarian who likes crosswords
a secretary who is also a pianist
a hard-working bank manager
an actress who lives in Plymouth
a 37-year-old doctor with two children

Find:

a technician with two children
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a 24-year-old nurse
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a secretary who is also a pianist
a hard-working bank manager
an actress who lives in Plymouth
a 37-year-old doctor with two children

2 CHIT-CHAT (Role-cards)

John Peters
Age: 26
Lives in London
Married
Two children: Tim and Andy
Job: technician
Hobbies: tennis, football

Elsie Lewis
Age: 65
Lives in Hull
Married
Four children and six grandchildren
Retired
Hobbies: gardening

Alice Summers
Age: 24
Lives in Exeter
Married
Three children: Sally, Tom and Sue
Job: nurse
Hobbies: swimming, sailing

Tim Fowler
Age: 36
Lives in Brixham
Married
Two children: Robert and Oliver
Job: electrician
Hobbies: guitar

Susie Parker
Age: 35
Lives in Oxford
Not married
Job: policewoman
Hobbies: knitting, cooking

Tony Owen
Age: 24
Lives in Brighton
Not married
Job: student
Hobbies: drinking and talking

Barbara Holbrook
Age: 54
Lives in Bristol
Married
Two children: Tessa and John
Job: housewife
Hobbies: theatre, reading

Jim Smith
Age: 28
Lives in Southampton
Married
One child: Simon
Job: accountant
Hobbies: fishing

Sam Stevens
Age: 43
Lives in York
Married
Three children: Anne, Jane and Linda
Job: fireman
Hobbies: judo, football

Chris Platt
Age: 31
Lives in Maidstone
Married
No children
Job: teacher
Hobbies: gardening

David Oldham
Age: 27
Lives in Liverpool
Not married
Job: teacher
Hobbies: woodwork, painting

Steve Jenkins
Age: 24
Lives in Glasgow
Divorced
No children
Job: librarian
Hobbies: crosswords

Sally Jones
Age: 46
Lives in York
Not married
Job: secretary
Hobbies: playing the piano

Harry Myers
Age: 62
Lives in Birmingham
Married
Three children: Josephine, Rebecca and Edward
Job: bank manager
Hobbies: work

Sarah Thomas
Age: 32
Lives in Plymouth
Not married
Job: actress
Hobbies: reading, art

Celia Parsons
Age: 37
Lives in London
Married
Two children: Patricia and Caroline
Job: doctor
Hobbies: pottery

3 THE SEVEN FAMILIES GAME

John
You are 29 years old.
Your wife's name is Mary.
She is 23 years old.
You have two children, Peter and Jill.
You live in Bristol.

Mary
You are 23 years old.
Your husband's name is John.
He is 29 years old.
You have two children, Peter and Jill.
You live in Bristol.

Peter
Your father's name is John.
You have one sister called Jill.
You live in Bristol.

Jill
Your father's name is John.
You have one brother called Peter.
You live in Bristol.

John
You are 29 years old.
Your wife's name is Mary.
She is 23 years old.
You have two children, Peter and Jill.
You live in Newcastle.

Mary
You are 23 years old.
Your husband's name is John.
He is 29 years old.
You have two children, Peter and Jill.
You live in Newcastle.

Peter
Your father's name is John.
You live in Newcastle.
You have one sister called Jill.

Jill
Your father's name is John.
You live in Newcastle.
You have one brother called Peter.

Steve
You are 26 years old.
Your wife's name is Mary.
She is 23 years old.
You have no children.
You live in Newcastle.

Mary
You are 23 years old.
Your husband's name is Steve.
He is 26 years old.
You have no children.
You live in Newcastle.

Steve
You are 26 years old.
Your wife's name is Mary.
She is 25 years old.
You have no children.
You live in Newcastle.

Mary
You are 25 years old.
Your husband's name is Steve.
He is 26 years old.
You live in Newcastle.
You have no children.

Steve
You are 26 years old.
Your wife's name is Anne.
She is 27 years old.
You have three children, Tom, Pat and Robert.
You live in Newcastle.

Anne
You are 27 years old.
Your husband's name is Steve.
He is 26 years old.
You have three children, Tom, Pat and Robert.
You live in Newcastle.

3 THE SEVEN FAMILIES GAME

Tom
Your mother's name is Anne.
You live in Newcastle.
You have a sister called Pat and a brother called Robert.

Pat
Your mother's name is Anne.
You live in Newcastle.
You have two brothers called Tom and Robert.

Robert
Your mother's name is Anne.
You have a sister called Pat and a brother called Tom.
You live in Newcastle.

Steve
You are 26 years old.
Your wife's name is Anne.
She is 27 years old.
You have three children, Tom, Pat and Robert.
You live in Bristol.

Anne
You are 27 years old.
Your husband's name is Steve.
He is 26 years old.
You have three children, Tom, Pat and Robert.
You live in Bristol.

Tom
Your mother's name is Anne.
You have a sister called Pat and a brother called Robert.
You live in Bristol.

Pat
Your mother's name is Anne.
You have two brothers called Tom and Robert.
You live in Bristol.

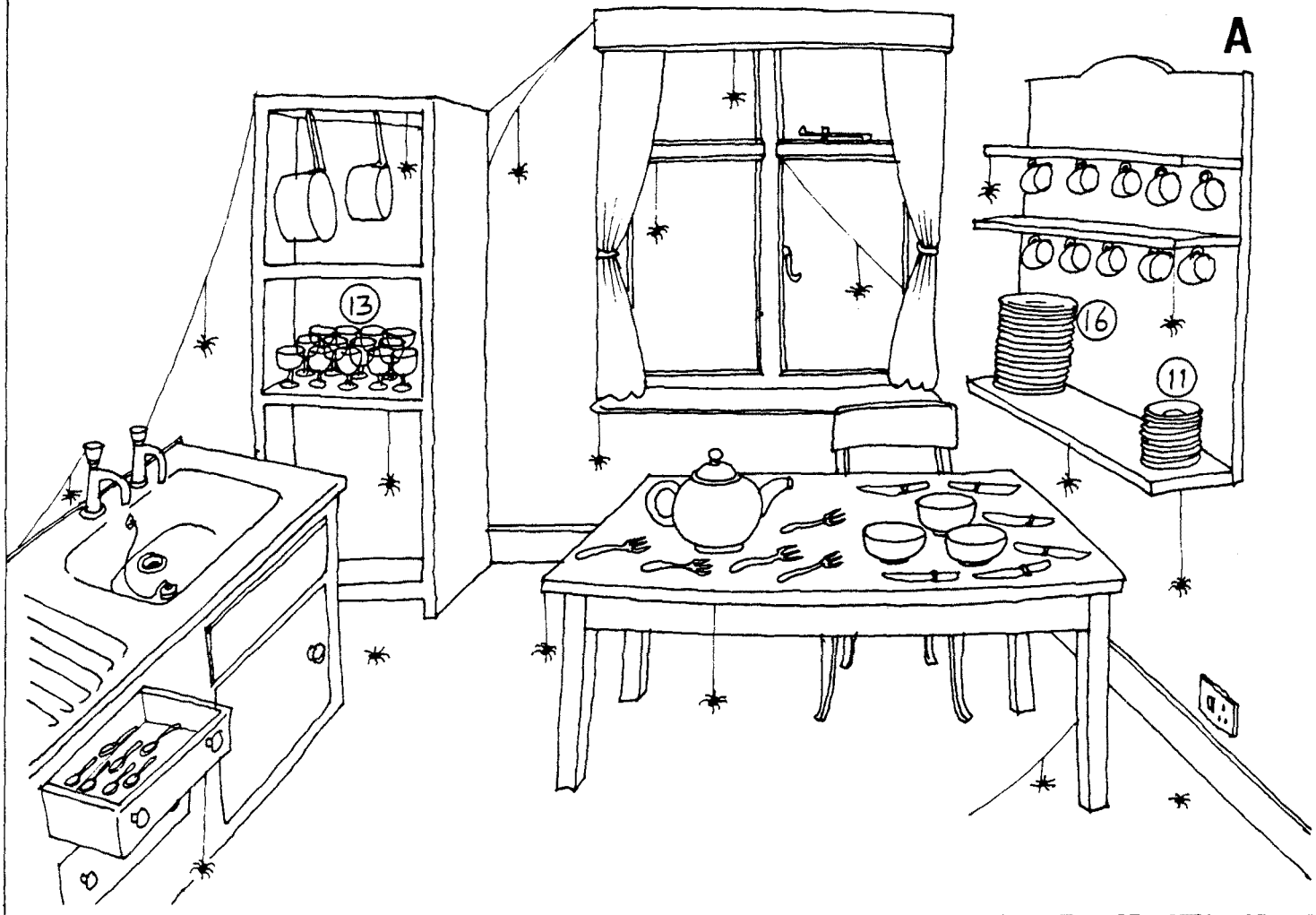
Robert
Your mother's name is Anne.
You have a sister called Pat and a brother called Tom.
You live in Bristol.

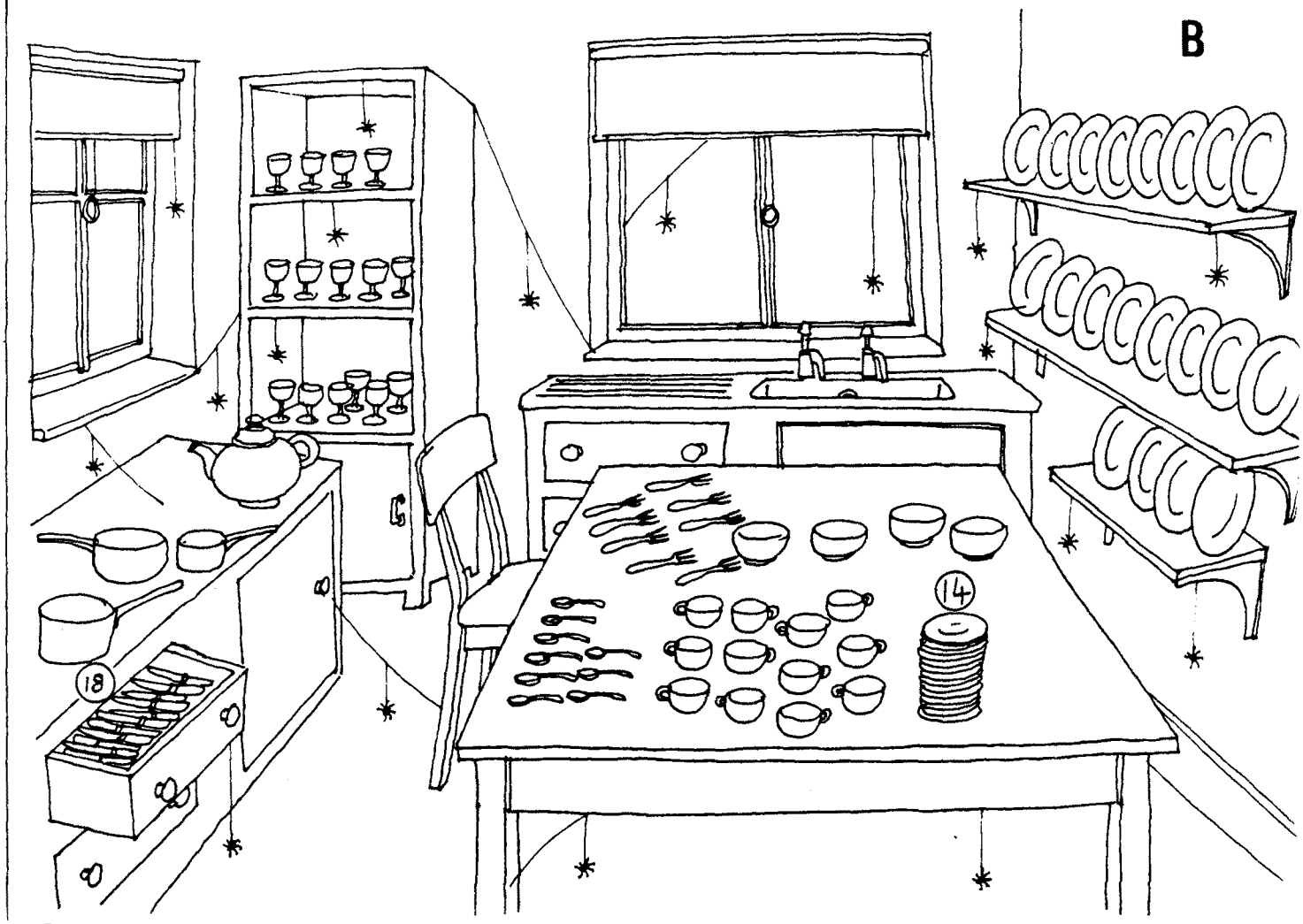
John
You are 29 years old.
Your wife's name is Anne.
She is 27 years old.
You have one child called Peter.
You live in Newcastle.

Anne
You are 27 years old.
Your husband's name is John.
He is 29 years old.
You have one child called Peter.
You live in Newcastle.

Peter
Your parents' names are John and Anne.
You live in Newcastle.
You have no brothers or sisters.

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5 TIME ZONES (Information cards)

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1 Sydney is one hour ahead of Tokyo.

2 London is ten hours behind Sydney.

3 New York is five hours behind London.

4 Rio is one hour ahead of New York.

1 Sydney is one hour ahead of Tokyo.

2 London is ten hours behind Sydney.

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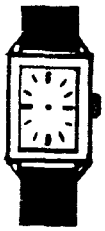
4 Rio is one hour ahead of New York.

5 TIME ZONES (Time cards)

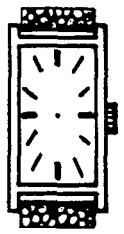
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Tokyo


Sydney


London


New York

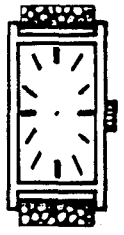

Rio


Tokyo


Sydney


London


New York

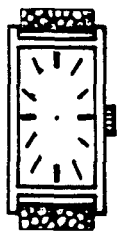

Rio


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Sydney


London


New York

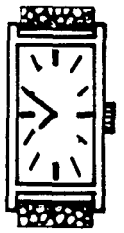

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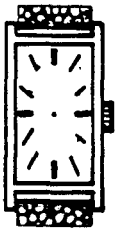

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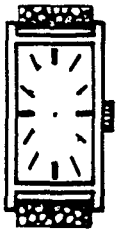

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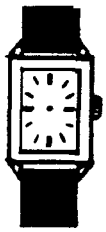

Rio

5 TIME ZONES (Time cards)

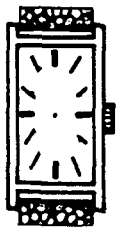
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Tokyo


Sydney


London


New York

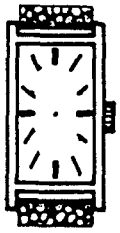

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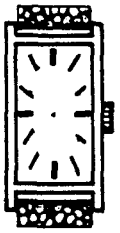

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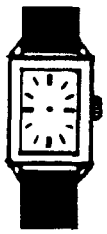

London


New York

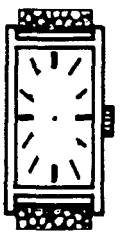

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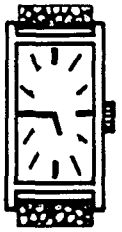

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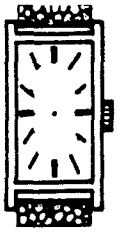

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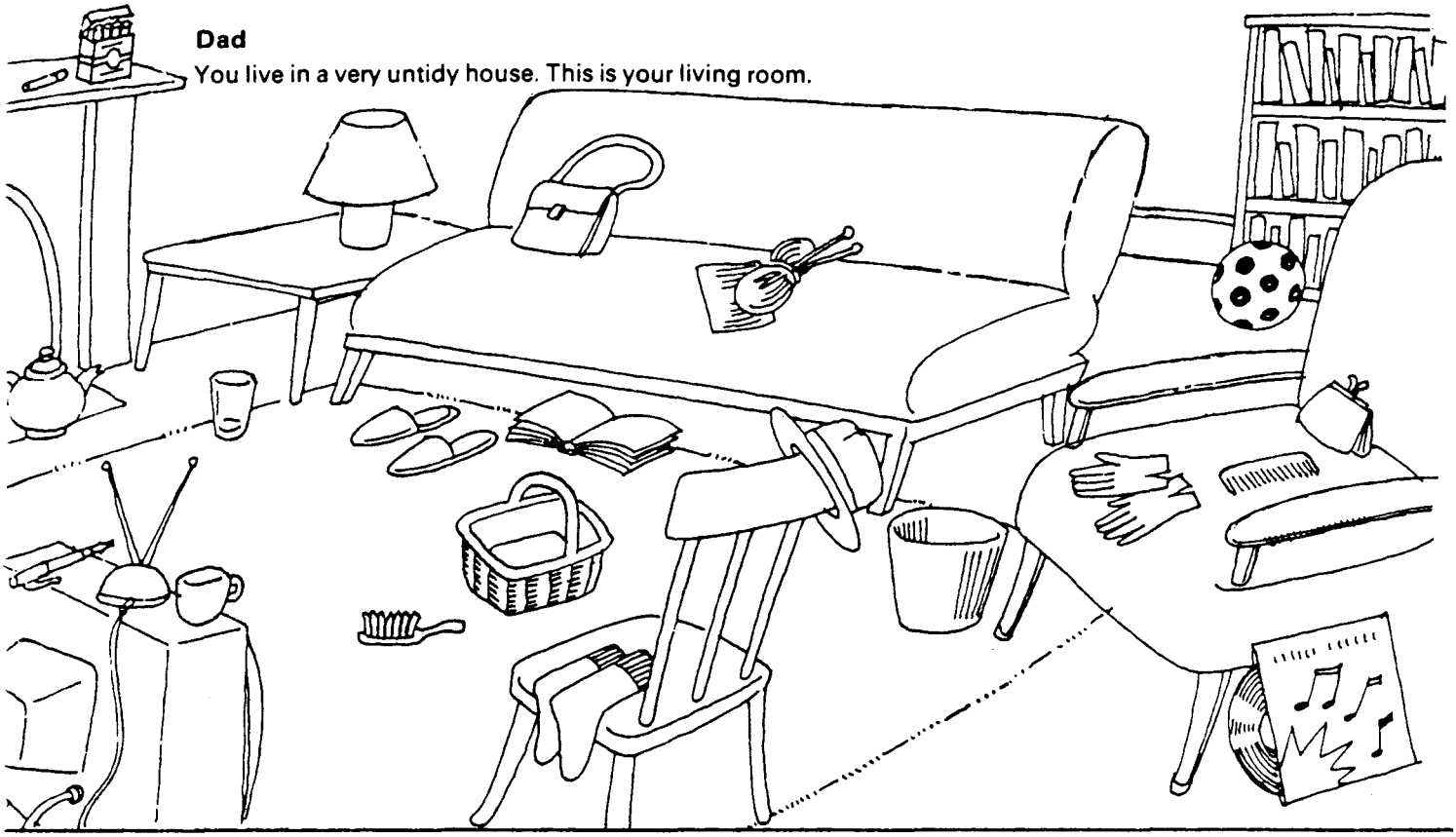

Rio

6 WHERE ARE MY GLASSES?

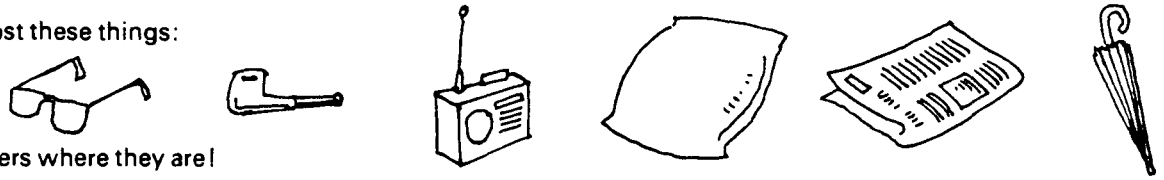
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Dad

You live in a very untidy house. This is your living room.



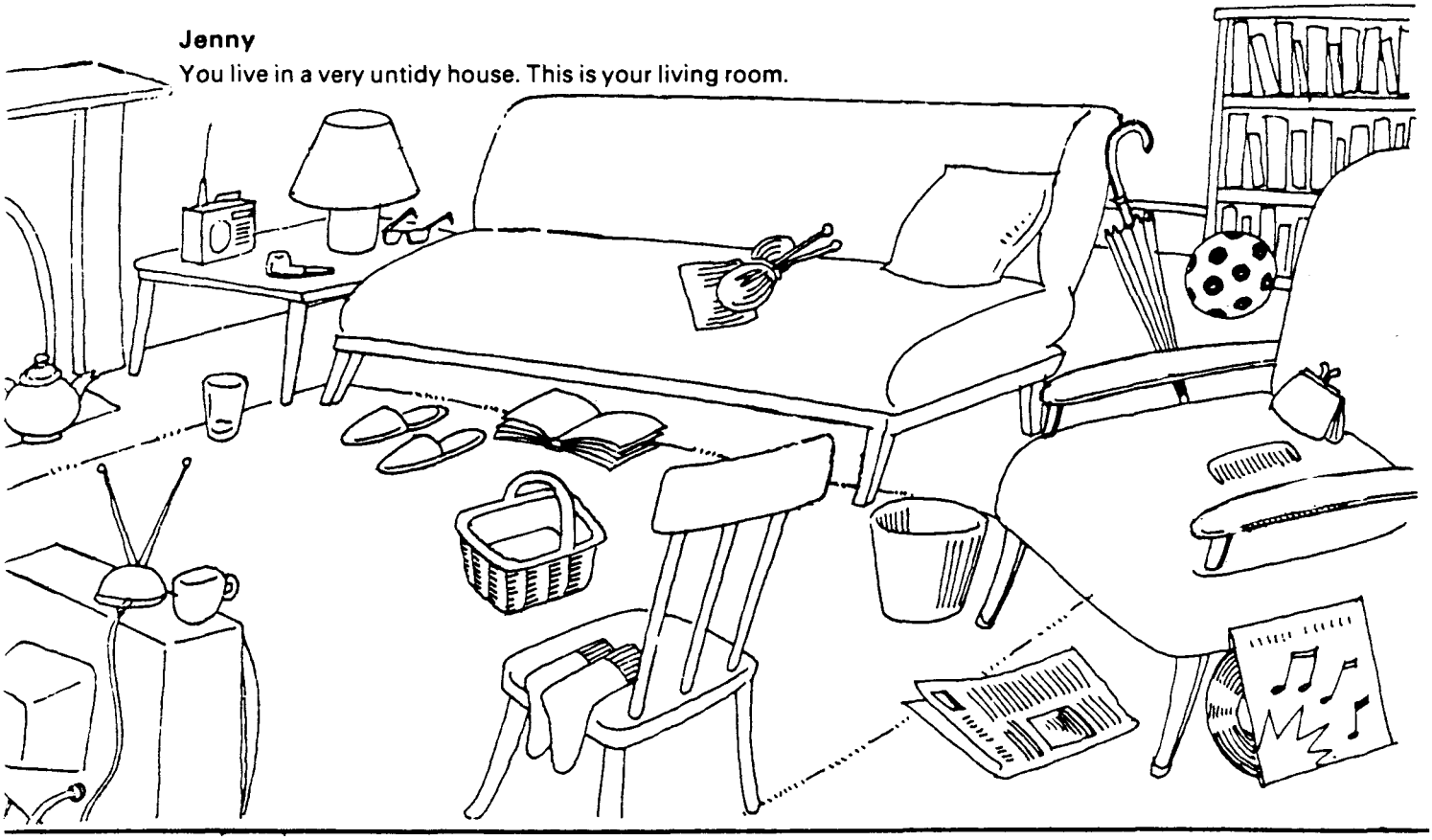
You have lost these things:



Ask the others where they are!

Jenny

You live in a very untidy house. This is your living room.



You have lost these things:



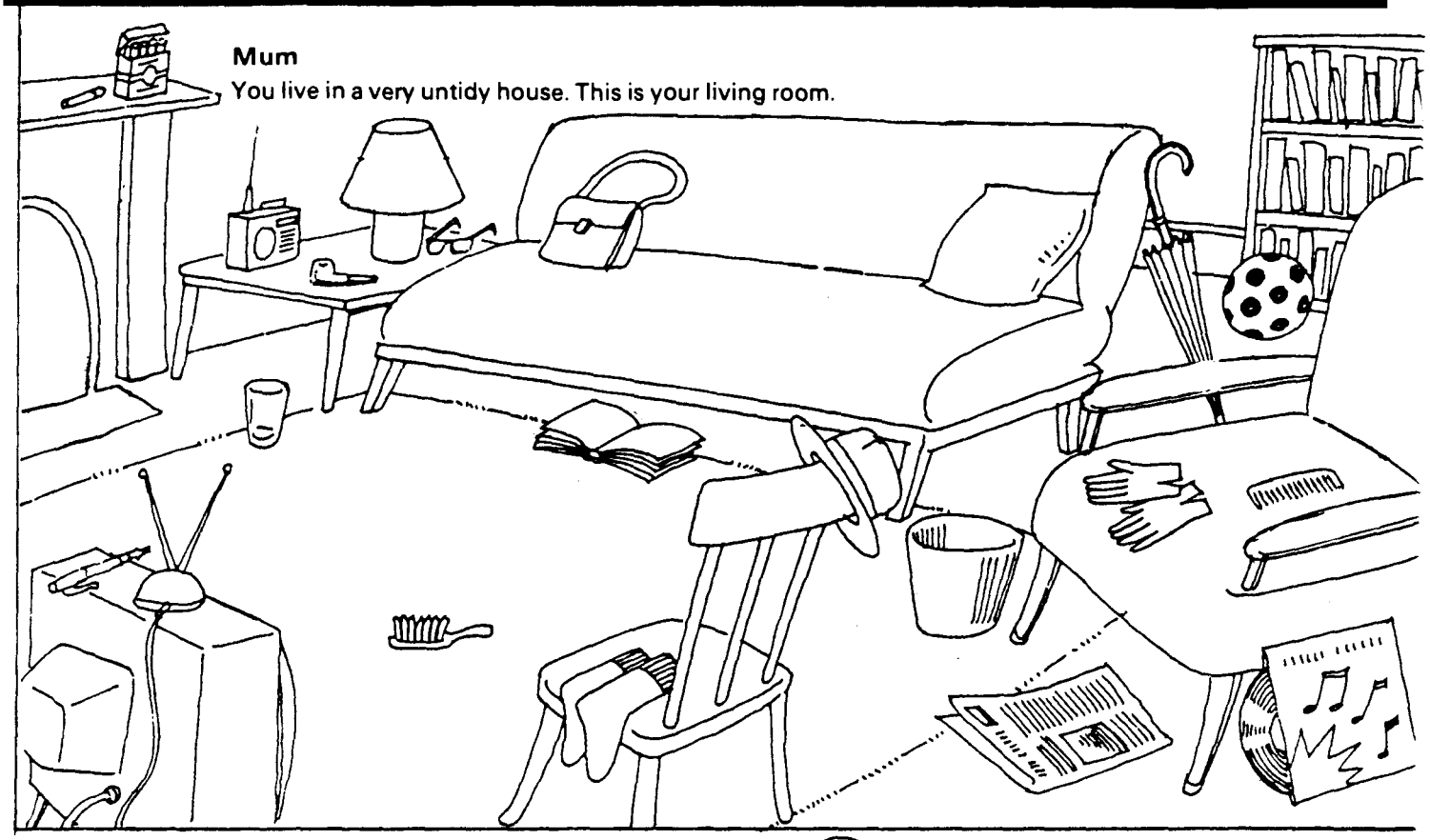
Ask the others where they are!

6 WHERE ARE MY GLASSES?

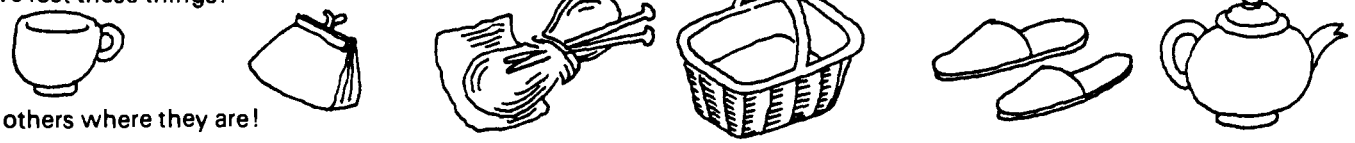
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Mum

You live in a very untidy house. This is your living room.



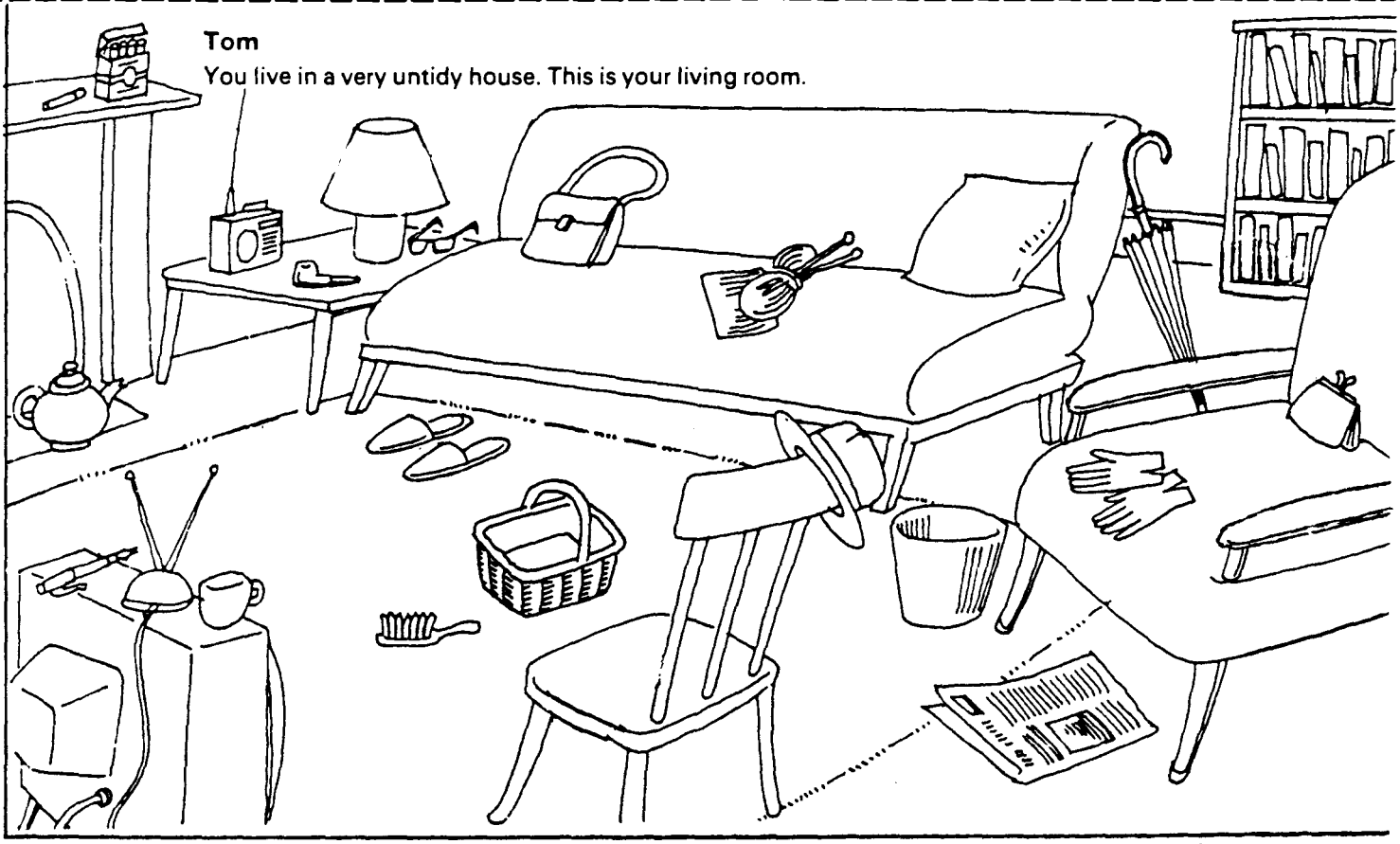
You have lost these things:



Ask the others where they are!

Tom

You live in a very untidy house. This is your living room.



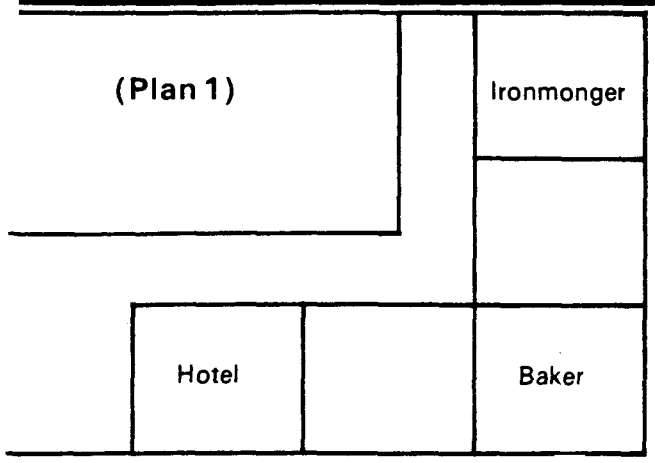
You have lost these things:

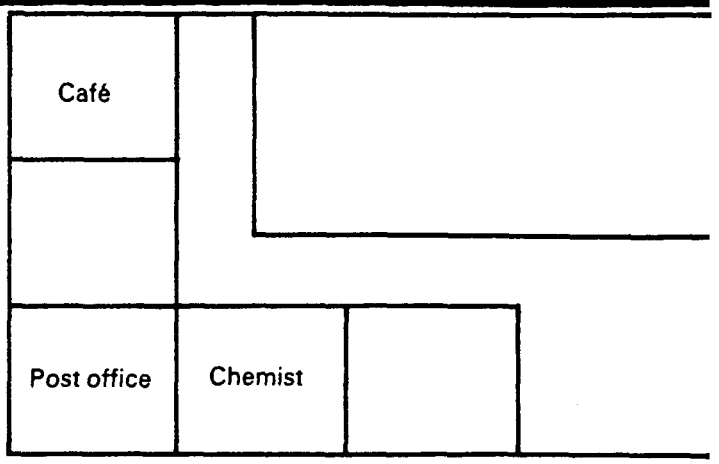


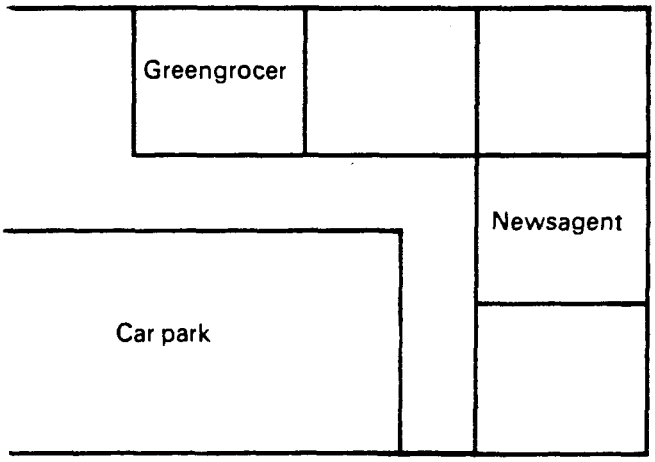
Ask the others where they are!

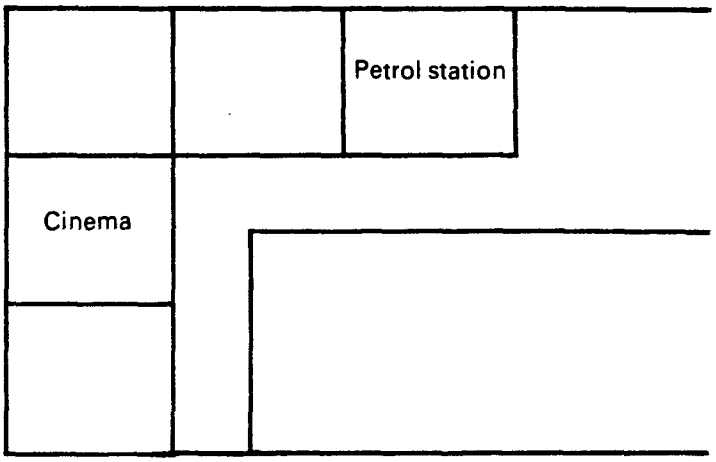
7 CROSSROADS

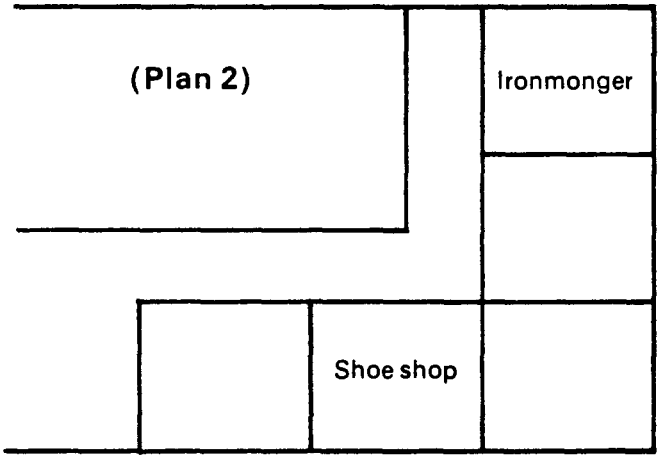
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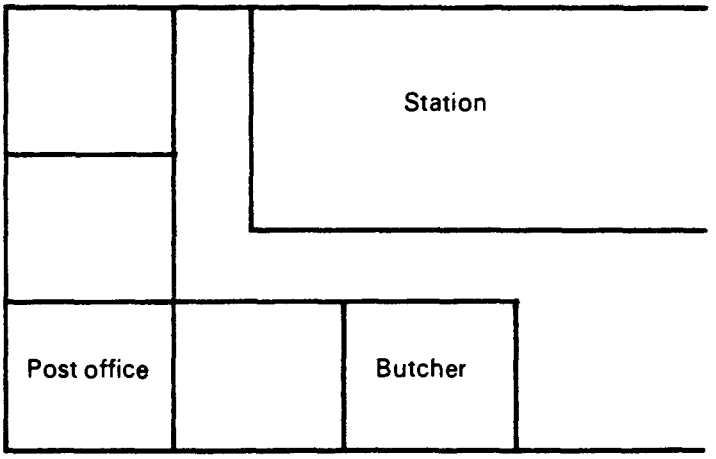


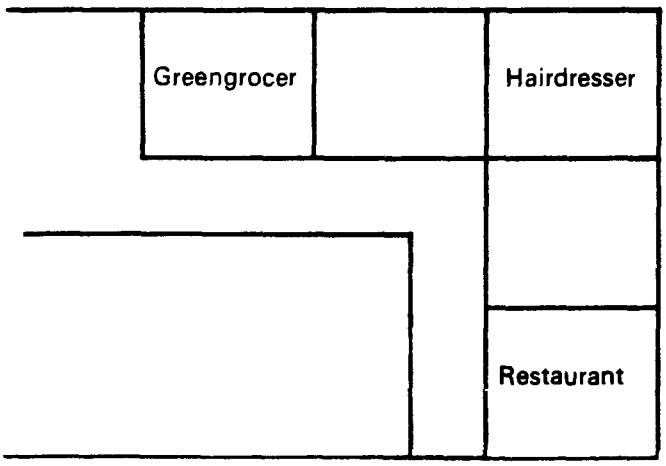


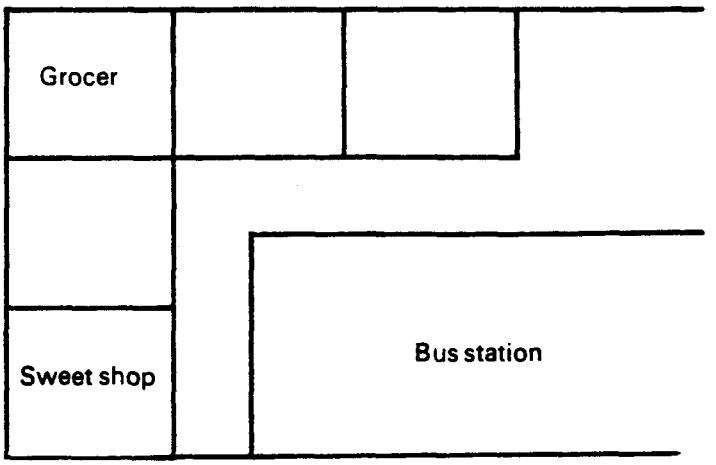






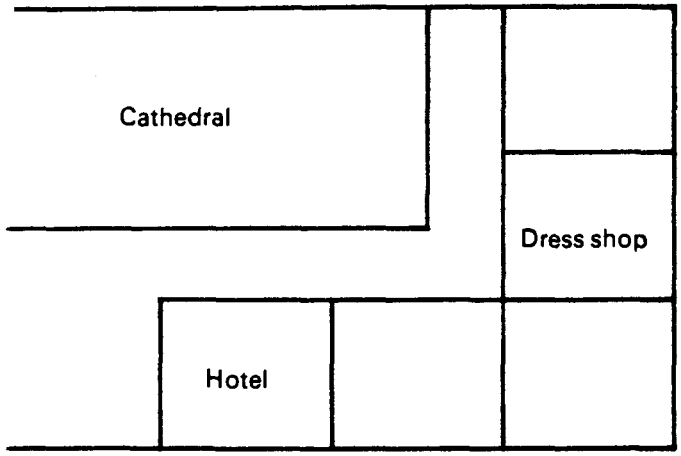


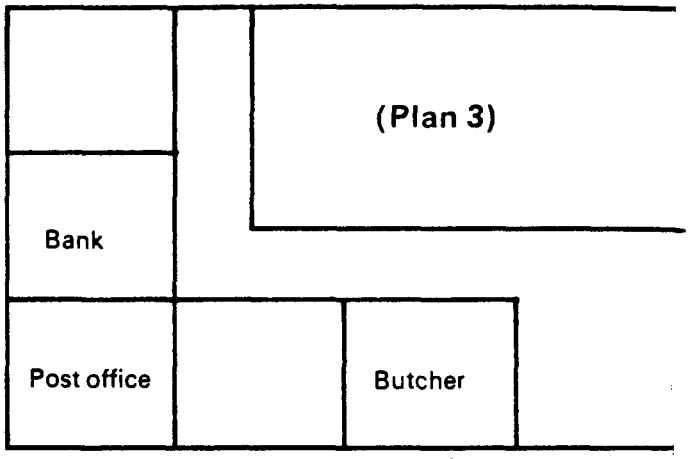


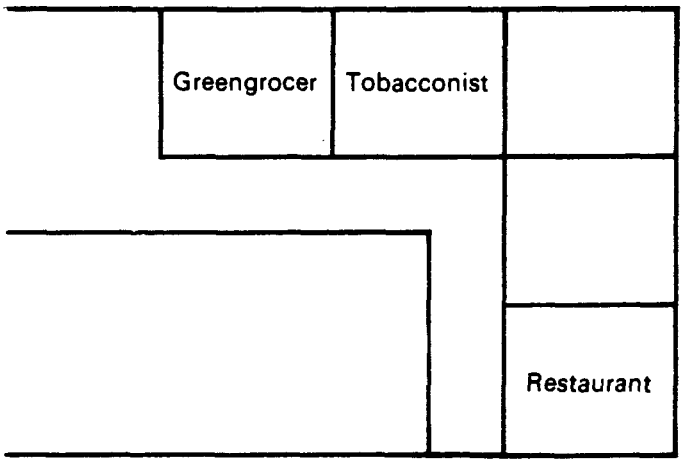


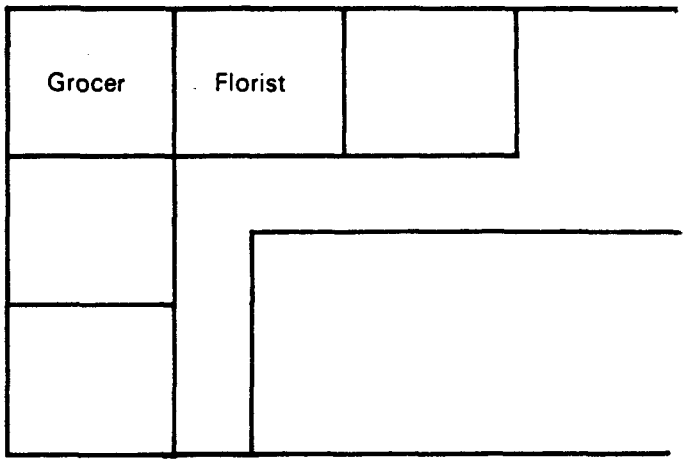
7 CROSSROADS

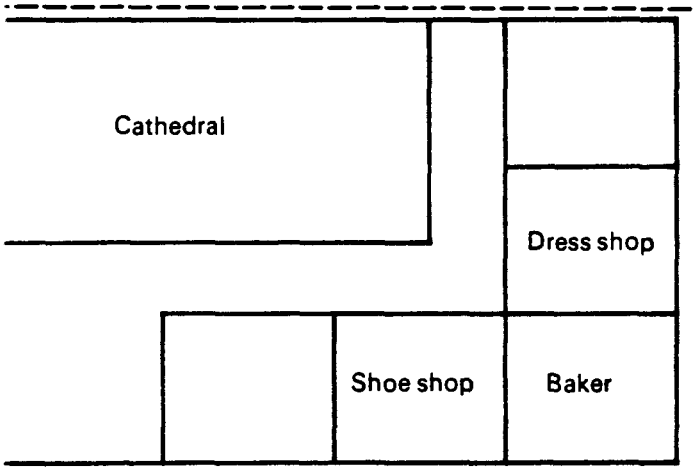
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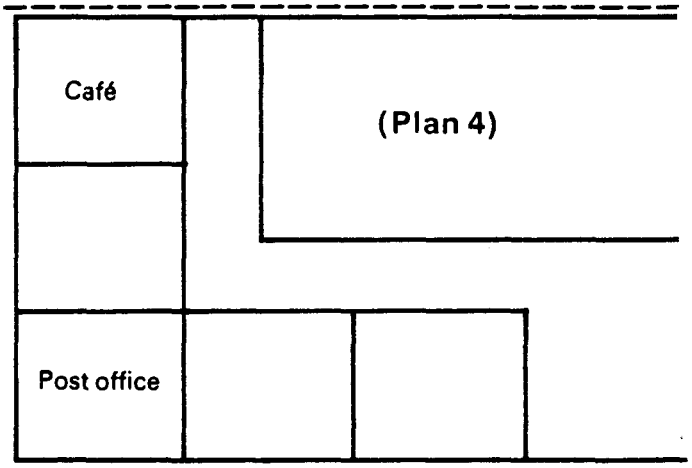


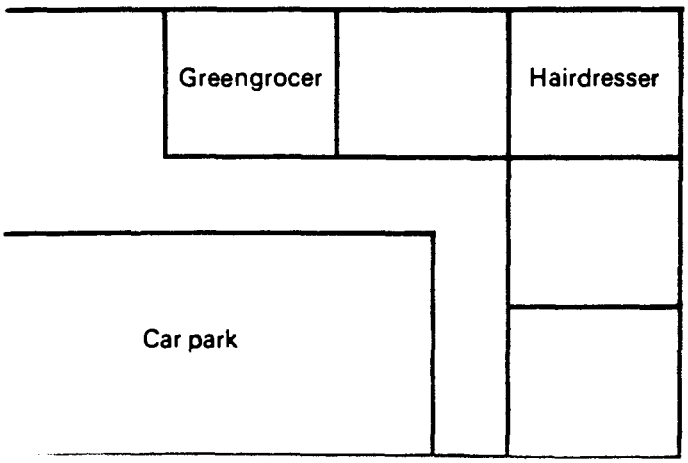


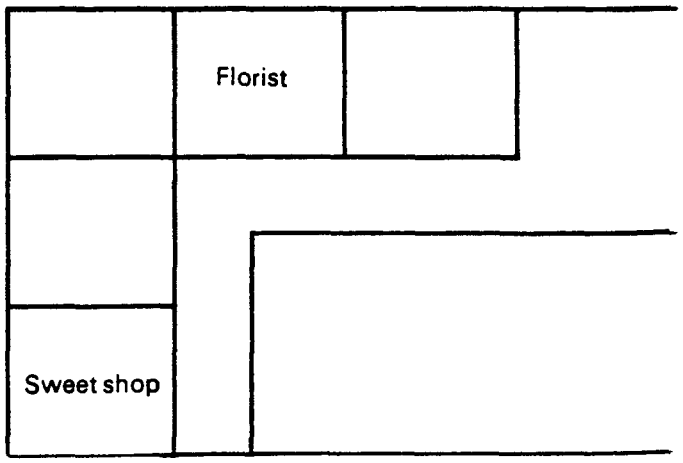






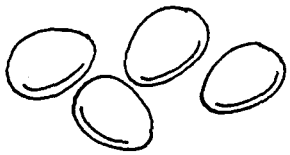


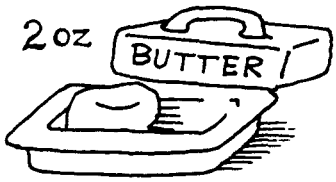




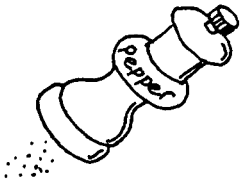
8 THE RECIPES GAME

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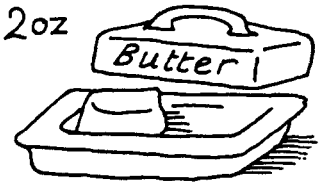


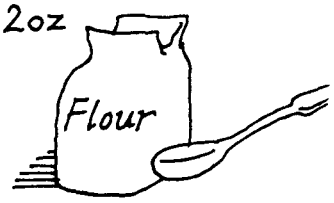


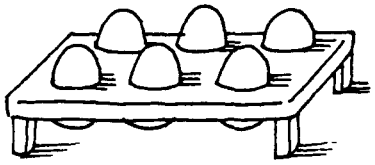


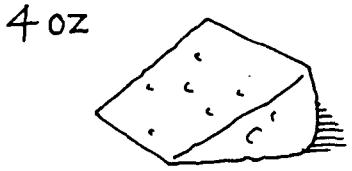


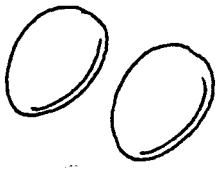




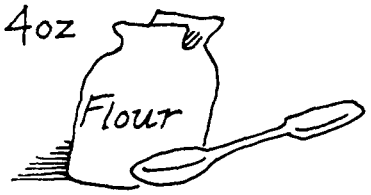


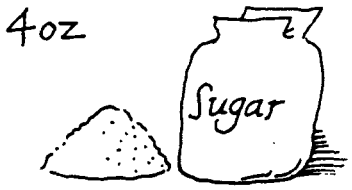


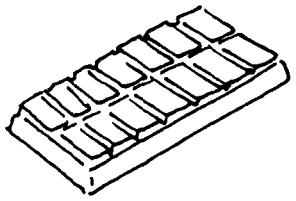


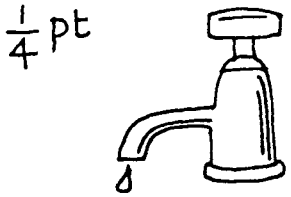


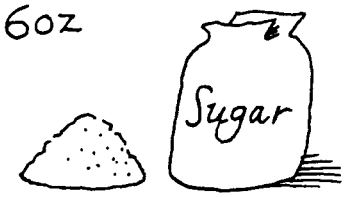


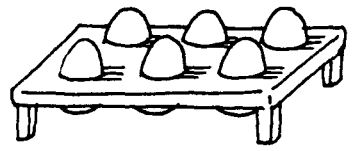


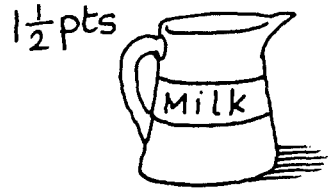


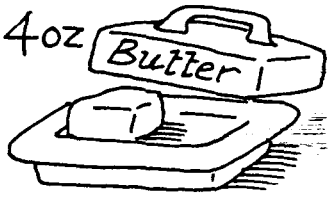












SOUFFLE

Separate 6 eggs and beat the whites until stiff.
Make a thick sauce using 2 ounces of butter, 2 ounces of flour and ½ pint of milk.
Melt the butter in a saucepan over low heat and add the flour.
Add the milk gradually, stirring all the time.
When the sauce is thick, add the egg yolks and 4 ounces of grated cheese.
Add the beaten egg white and mix well.
Turn into a soufflé dish and cook in a very hot oven for 25 minutes.

CREME CARAMEL

Beat 6 eggs in a mixing bowl.
Heat 1½ pints of milk till nearly boiling and add to the beaten egg.
Take 6 ounces of sugar and add half to the custard mixture, with a little vanilla essence.
Place the rest in a saucepan with about ¼ pint of water.
Heat until a dark syrup is formed.
Pour the syrup into an ovenproof dish and add the custard mixture.
Cook in a slow oven for 1 hour.

CHOCOLATE CAKE

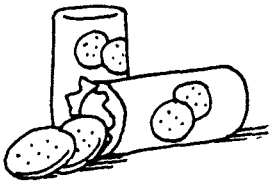
Cream together 4 ounces of sugar and 4 ounces of butter in a mixing bowl.
Add 2 eggs and beat thoroughly.
Add 4 ounces of flour, a little at a time.
Melt a bar of chocolate in a pan over low heat and add it to the mixture.
Pour into a greased tin and bake for 40 minutes at 350°C.

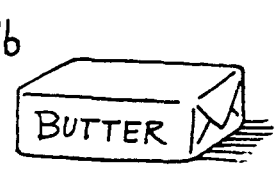
OMELETTE

Beat 4 eggs in a basin.
Add a little milk, and whisk thoroughly.
Add a little salt and pepper.
Melt 2 ounces of butter in a frying pan and add the mixture.
Cook until solid and then turn on to a plate.

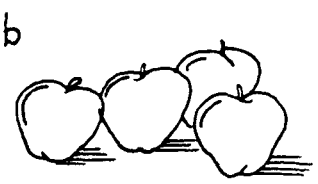
9 SHOPPING LISTS

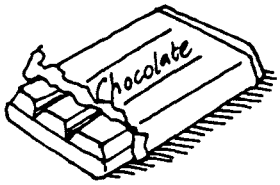
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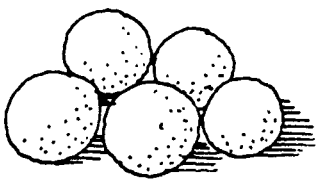




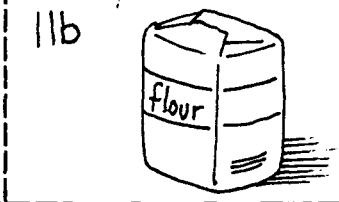






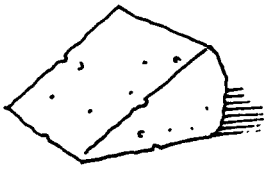




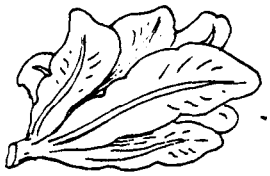


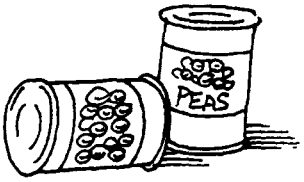


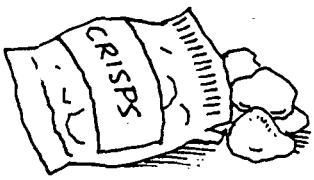


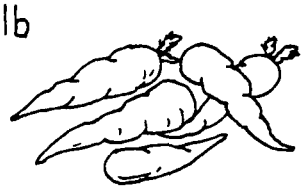


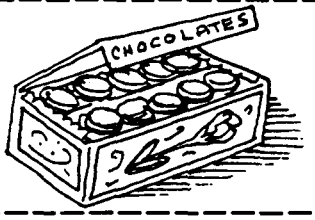


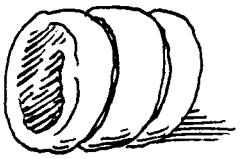


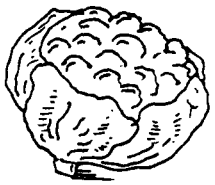










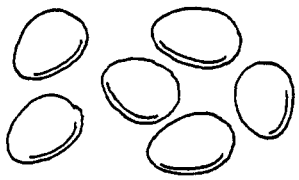




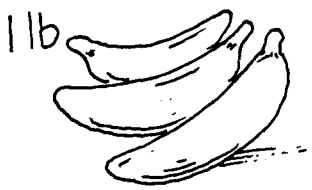




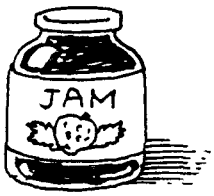


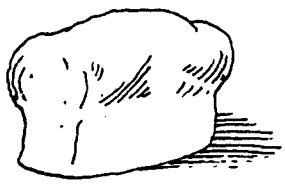


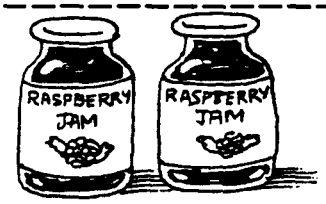


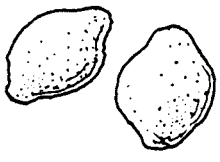


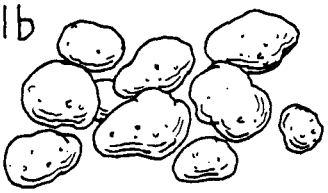




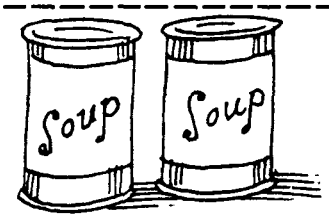




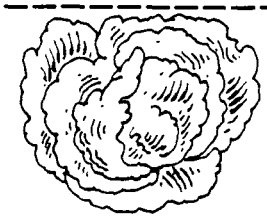




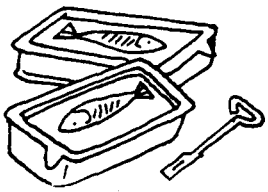


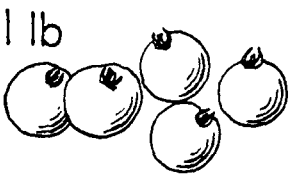


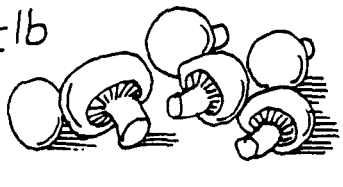












9 SHOPPING LISTS

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½ lb butter
jar of coffee
2 packets of biscuits
1lb apples

packet of tea
bottle of shampoo
6 eggs
1 bottle of milk

1 bar of chocolate
5 oranges
1 lb sugar
1 lb flour

1 packet of rice
1lb bananas
1 chicken
1 jar strawberry jam

½ lb cheese
1 large piece of steak
1 lb pears
1 packet of salt

1 loaf of bread
5 lb potatoes
2 lemons
2 jars of raspberry jam

1 lettuce
2 tins of peas
1lb carrots
1 packet of crisps

1 tube of toothpaste
2 tins of soup
1 carton of yoghurt
1 large cabbage

joint of beef
box of chocolates
1 lb onions
1 cauliflower

1 packet of spaghetti
2 tins of sardines
1lb tomatoes
½ lb mushrooms

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Freshco

Price list

Beans	*48p per lb*
Potatoes	*24p per lb*
Cucumbers	*25p each*
Apples	*34p per lb*
Grapefruit	*10p each*
Peaches	*12p each*
Bacon	*£1.15p per lb*
Chicken	*£2.40p each*
Liver	*75p per lb*
Mince	*£1.25p per lb*
Vegetable soup	*21p per tin*
Apricot jam	*45p per jar*
Peas	*25p per tin*
Margarine	*74p per lb*
Cheese	*£1.20p per lb*
Eggs	*95p per dozen*
Soap	*36p per bar*
Soap powder	*50p per packet*
Razor blades	*25p per packet*
Aspirin	*50p per bottle*

FROSBIES

Price list

Beans	*44p per lb*
Potatoes	*23p per lb*
Cucumbers	*36p each*
Apples	*40p per lb*
Grapefruit	*15p each*
Peaches	*8p each*
Bacon	*£1.10p per lb*
Chicken	*£2.50p each*
Liver	*90p per lb*
Mince	*£1.50p per lb*
Vegetable soup	*15p per tin*
Apricot jam	*40p per jar*
Peas	*35p per tin*
Margarine	*92p per lb*
Cheese	*99p per lb*
Eggs	*90p per dozen*
Soap	*27p per bar*
Soap powder	*55p per packet*
Razor blades	*26p per packet*
Aspirin	*61p per bottle*

ECOMART

Price list

Beans	*49p per lb*
Potatoes	*22p per lb*
Cucumbers	*30p each*
Apples	*35p per lb*
Grapefruit	*12p each*
Peaches	*6p each*
Bacon	*£1.30p per lb*
Chicken	*£2.35p each*
Liver	*80p per lb*
Mince	*£1.20p per lb*
Vegetable soup	*23p per tin*
Apricot jam	*50p per jar*
Peas	*30p per tin*
Margarine	*84p per lb*
Cheese	*98p per lb*
Eggs	*96p per dozen*
Soap	*30p per bar*
Soap powder	*57p per packet*
Razor blades	*31p per packet*
Aspirin	*54p per bottle*

Pricewise

Price list

Beans	*46p per lb*
Potatoes	*26p per lb*
Cucumbers	*33p each*
Apples	*30p per lb*
Grapefruit	*17p each*
Peaches	*10p each*
Bacon	*£1.20p per lb*
Chicken	*£2.10p each*
Liver	*£1.15p per lb*
Mince	*£1.30p per lb*
Vegetable soup	*17p per tin*
Apricot jam	*35p per jar*
Peas	*34p per tin*
Margarine	*86p per lb*
Cheese	*95p per lb*
Eggs	*96p per dozen*
Soap	*33p per bar*
Soap powder	*45p per packet*
Razor blades	*34p per packet*
Aspirin	*53p per bottle*

 Elementary Communication Games. © J Hadfield 1984

Mr Brown

1lb Mince
3 grapefruit
2 bars Soap
6 peaches
1 tin vegetable Soup

Mr Simmonds

1 Chicken
1lb apples
1 tin peas
½lb cheese
1 dozen eggs

Mrs Perkins

1lb beans
1 jar apricot jam
1 packet soap powder
½ lb bacon
1 packet razor blades

Miss Parker

½ lb liver
1 cucumber
1 bottle aspirin
½ lb margarine
3lb potatoes

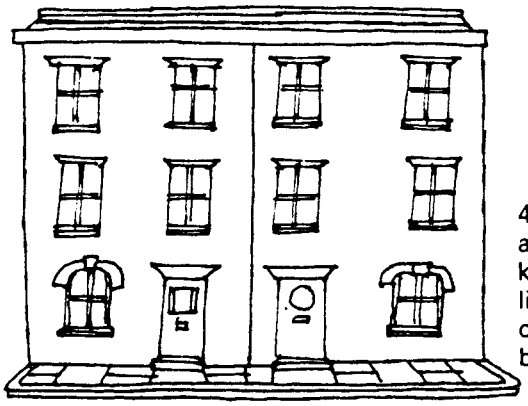
11 HOME SWEET HOME

Elementary Communication Games, © J Hadfield 1984



3 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.



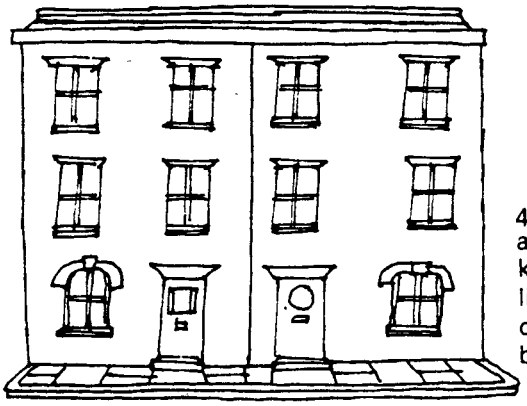
4 bedrooms
attic
kitchen
living room
dining room
bathroom

This is your new house.



3 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.



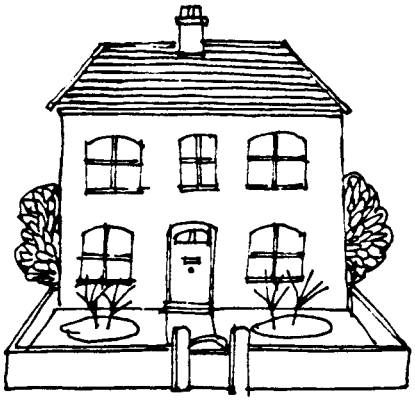
4 bedrooms
attic
kitchen
living room
dining room
bathroom

This is your old house.



3 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.



4 bedrooms
kitchen
living room
dining room
bathroom
study

This is your new house.



3 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.



4 bedrooms
kitchen
living room
dining room
bathroom
study

This is your old house.

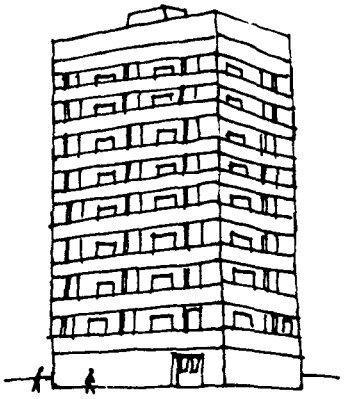
11 HOME SWEET HOME

Elementary Communication Games, © J Hadfield 1984



2 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.



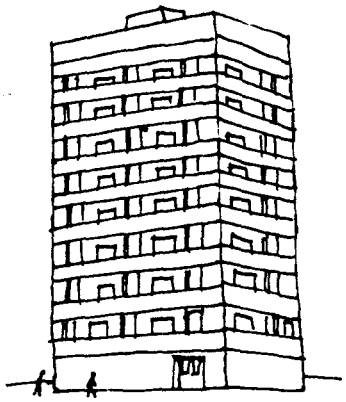
1 bedroom
kitchen
living room
bathroom

This is your new house.



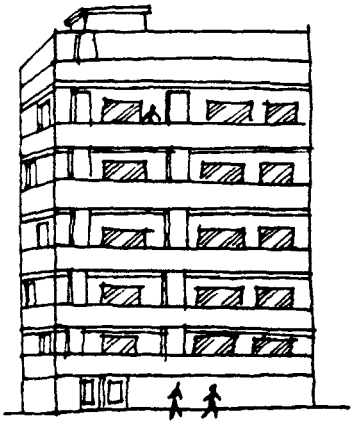
2 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.



1 bedroom
kitchen
living room
bathroom

This is your old house.



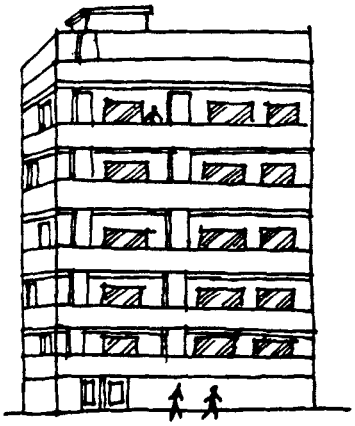
2 bedrooms
kitchen
living room
bathroom

This is your new house.



2 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.



2 bedrooms
kitchen
living room
bathroom

This is your old house.



2 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.

Elementary Communication Games, © J Hadfield 1984

You come from York. York is a historic city in the north-east of England. It has a university, a famous cathedral, a castle and some old walls.

You come from Barton. Barton is a small village in south-west England. It has a church, a pub, a school – and one shop!

You come from Liverpool. Liverpool is a large port in the north-west of England. It has a university, two cathedrals, an art gallery, a museum and five theatres.

You come from Southampton. This is a large town on the south coast. It has a university, a theatre, a concert hall, a new shopping centre, a museum, an art gallery and an important port.

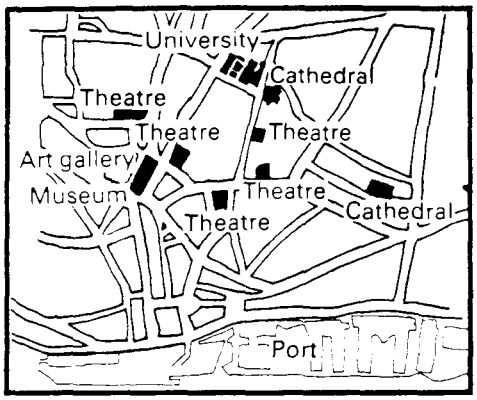
You come from Manchester. Manchester is an industrial town in the north of England. It has a university, a concert hall, a theatre, a museum, an art gallery and three stations.

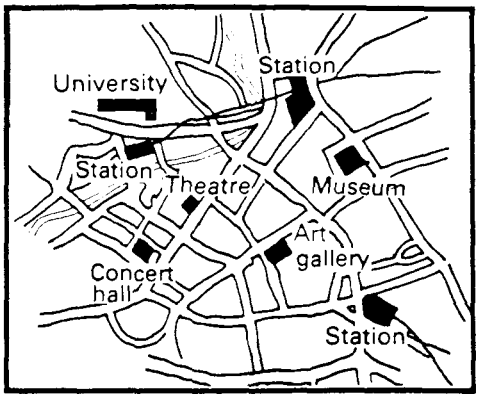
You come from Glasgow. Glasgow is an industrial city in south-west Scotland. It has a university, a lot of factories and an important port.

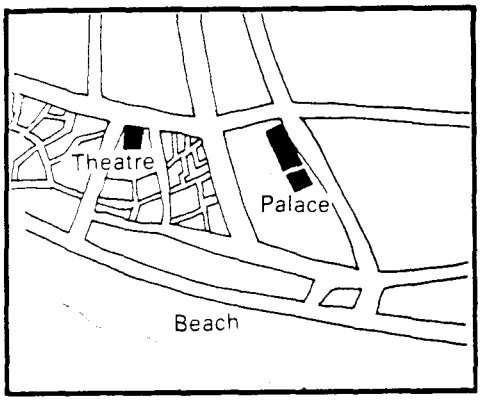
You come from the capital of Scotland: Edinburgh. Edinburgh is in south-east Scotland. It has a castle, a palace and a busy port.

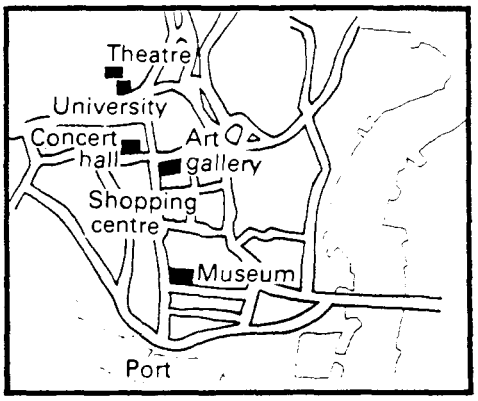
You come from Brighton. Brighton is a seaside town in the south-east of England. It has a famous palace, a theatre, a beach and a lot of narrow streets.

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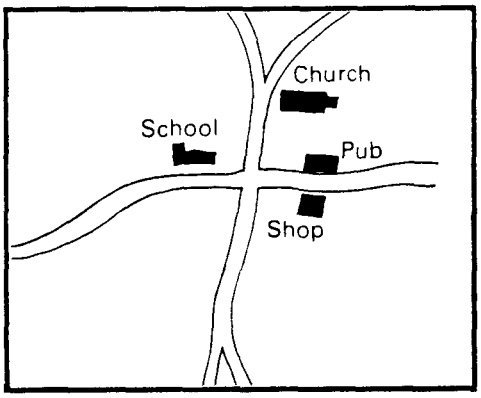


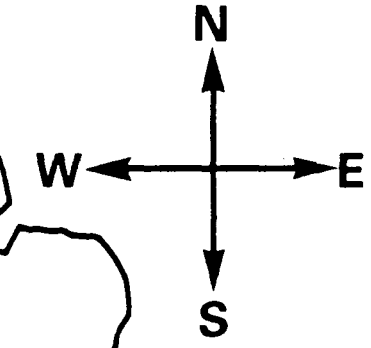


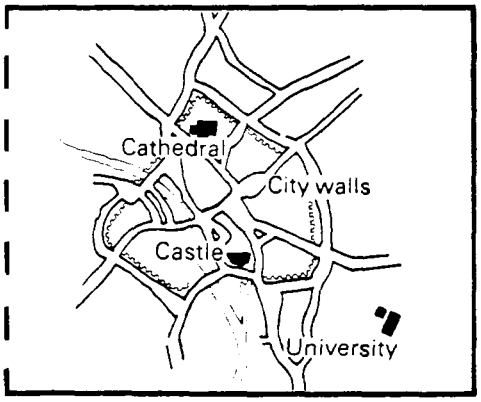


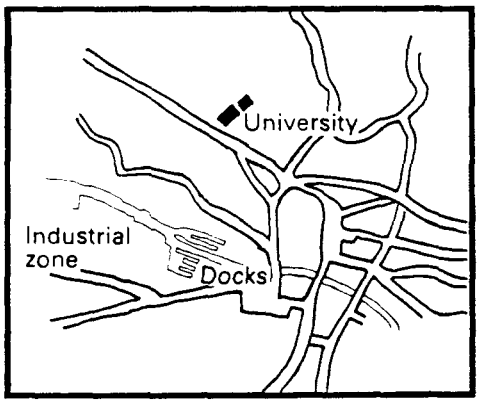


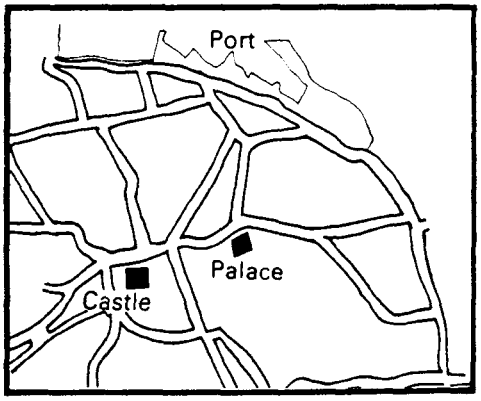






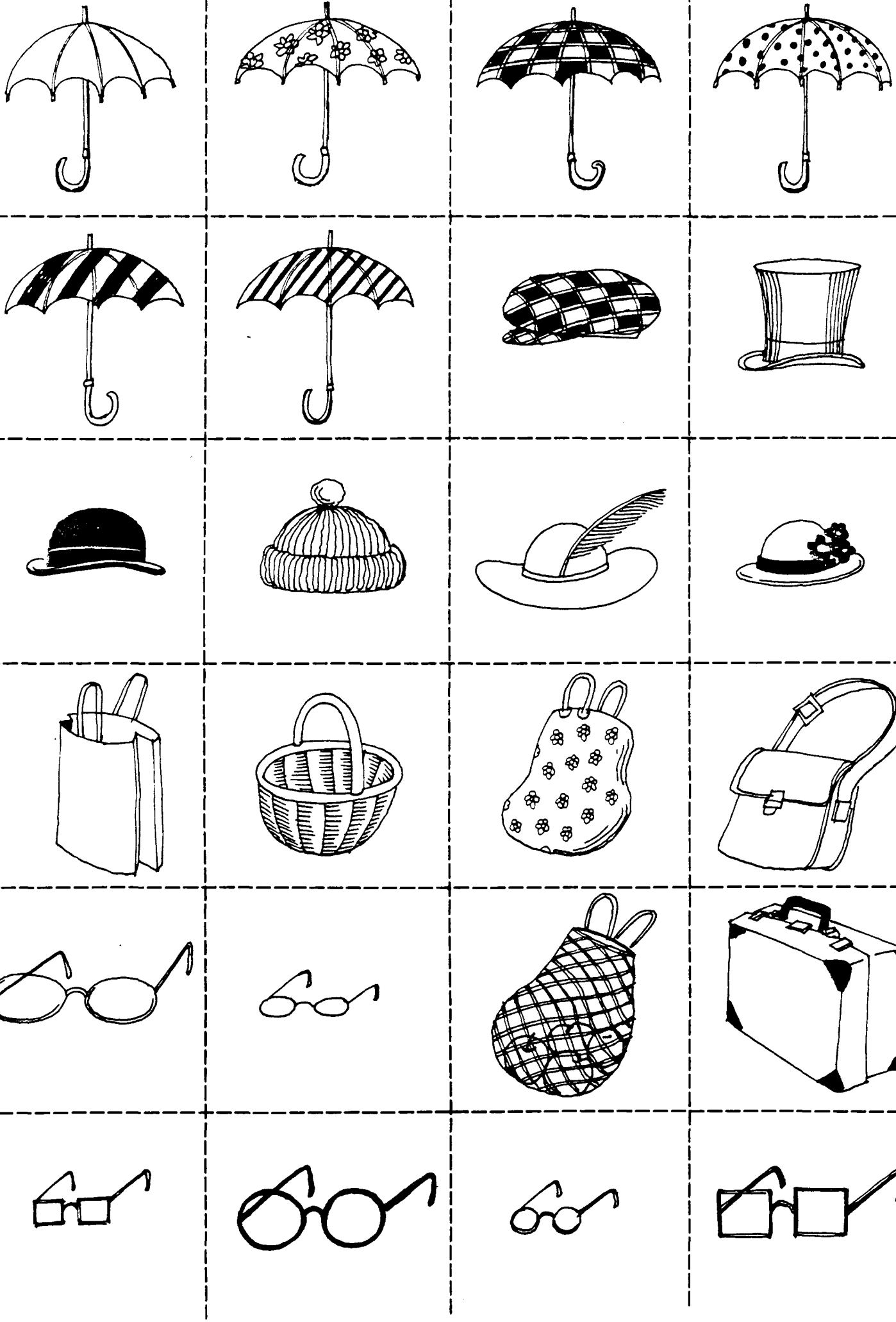






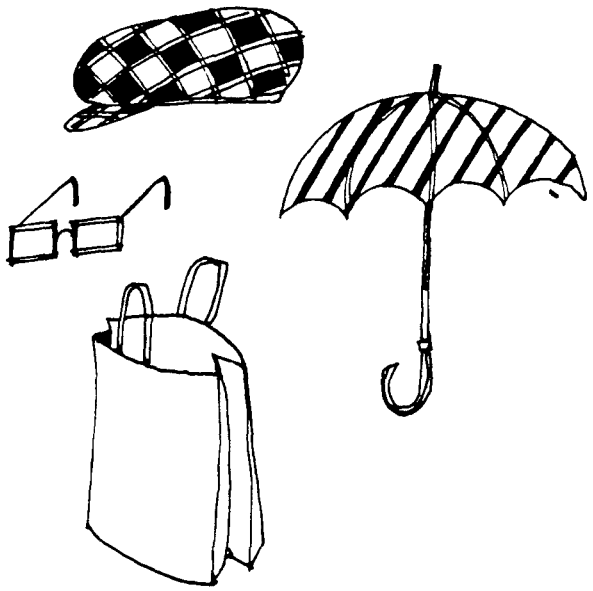
13 LOST UMBRELLAS

Elementary Communication Games, © J Hadfield 1984



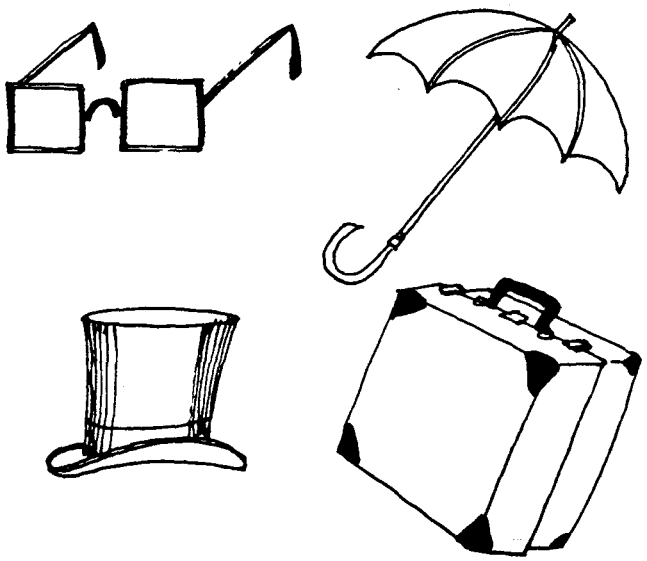
13 LOST UMBRELLAS

Elementary Communication Games, © J Hadfield 1984

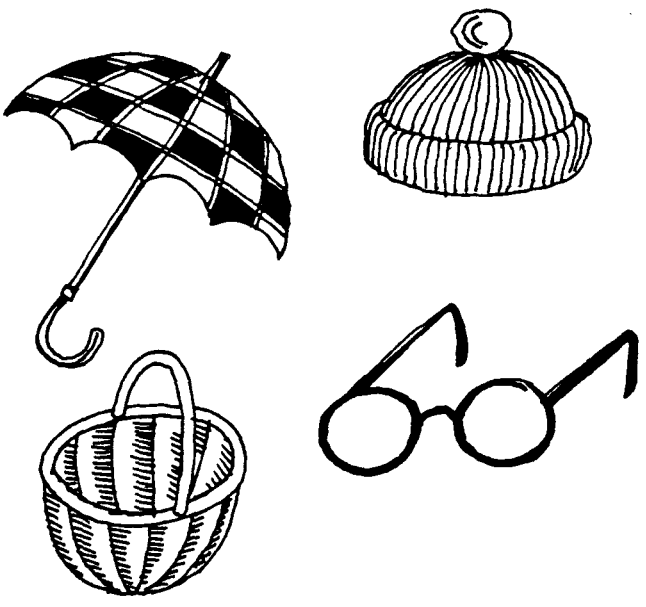






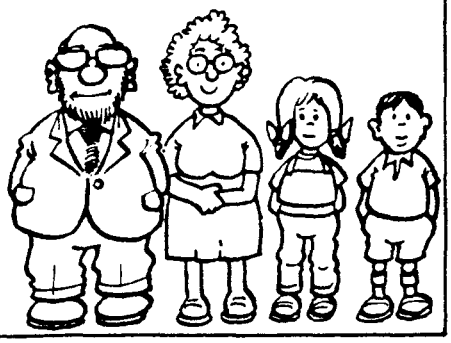




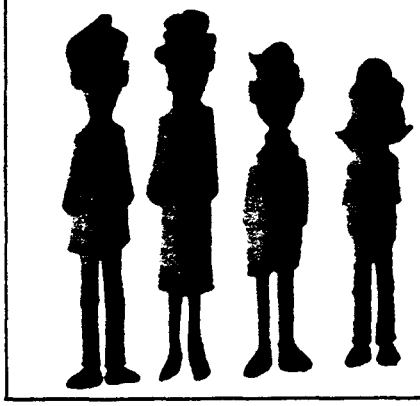


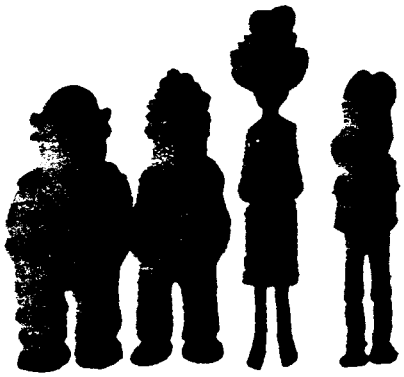
Elementary Communication Games, © J Hadfield 1984

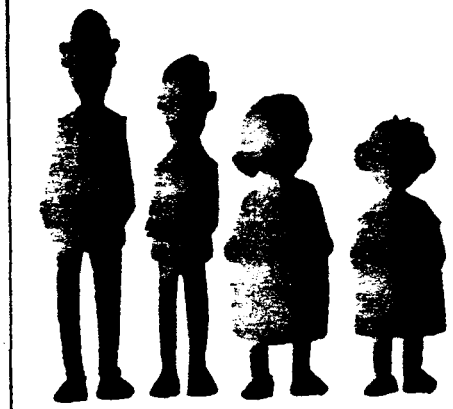
A







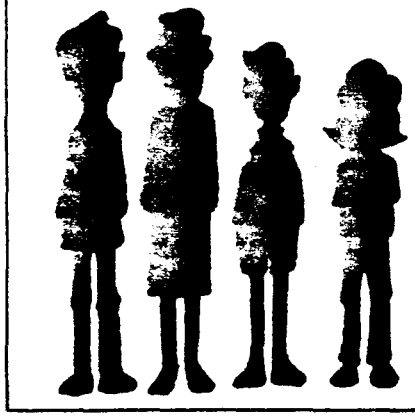


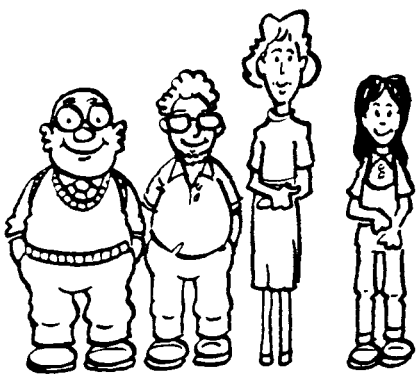


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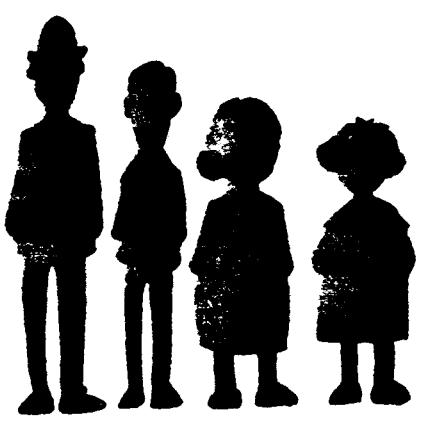








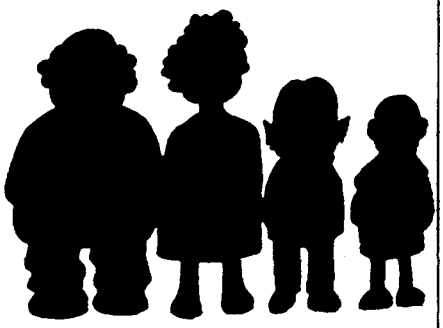


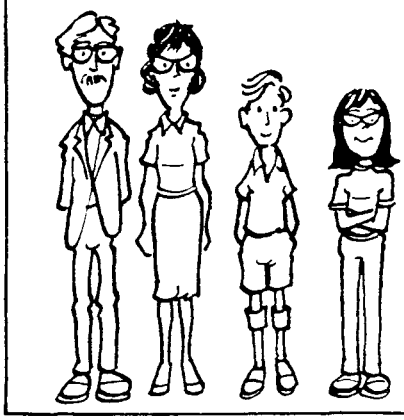


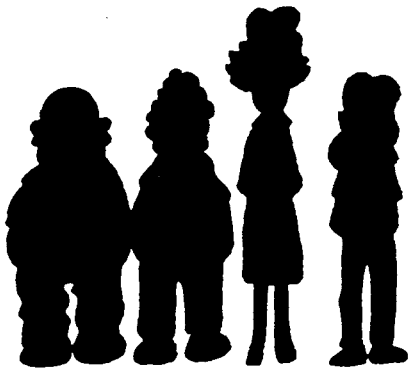
14 FAMILY PORTRAITS

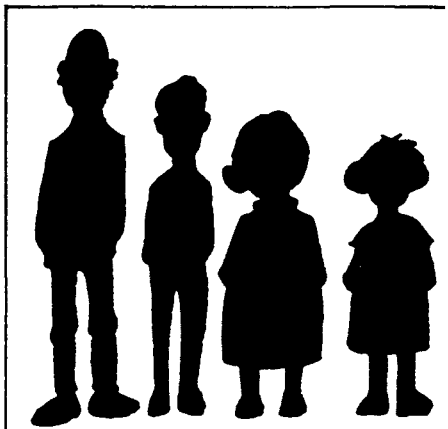
Elementary Communication Games, © J Hadfield 1984

C

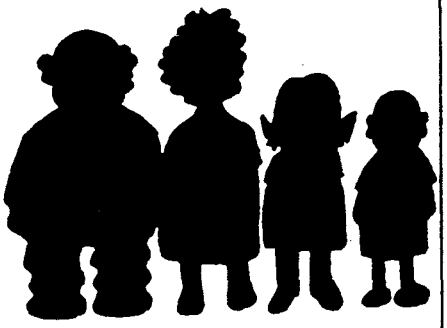


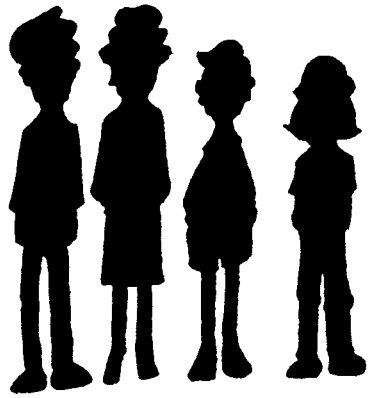


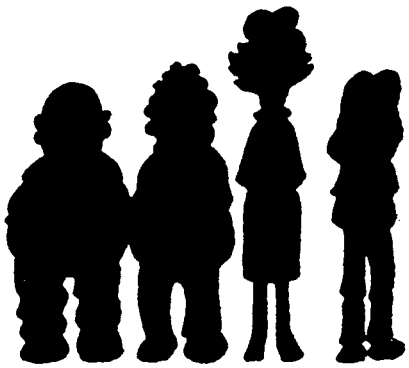




D













15 WALLFLOWERS

Elementary Communication Games, © J Hadfield 1984



 Elementary Communication Games, © J Hadfield 1984

Regent

Room number		Price
1	single	£10.00
2	single	£10.00
3	single with shower	£13.50
4	single with bath	£15.00
5	double	£17.00
6	double with shower	£18.00
7	double with bath	£20.00
8	twin-bedded	£18.00
9	twin-bedded with shower	£19.50
10	twin-bedded with bath	£20.00

ASTORIA

Room number		Price
1	single	£12.00
2	single	£12.00
3	single with shower	£15.00
4	single with bath	£16.00
5	double	£16.00
6	double with shower	£17.50
7	double with bath	£19.50
8	twin-bedded	£17.00
9	twin-bedded with shower	£22.00
10	twin-bedded with bath	£23.00

BELLEVUE

Room number		Price
1	single	£11.50
2	single	£11.50
3	single with shower	£13.00
4	single with bath	£13.50
5	double	£15.00
6	double with shower	£19.00
7	double with bath	£21.00
8	twin-bedded	£19.00
9	twin-bedded with shower	£21.00
10	twin-bedded with bath	£22.00

Splendid

Room number		Price
1	single	£14.00
2	single	£14.00
3	single with shower	£16.00
4	single with bath	£17.00
5	double	£18.00
6	double with shower	£20.00
7	double with bath	£22.00
8	twin-bedded	£20.00
9	twin-bedded with shower	£23.00
10	twin-bedded with bath	£25.00

16 LOOKING FOR A HOTEL (Tourist cards)

Elementary Communication Games, © J Hadfield 1984

You want a single room for two nights.

You want a double room for three nights.

You want a single room for one night.

You want a twin-bedded room with bath for one night.

You want a single room with shower for two nights.

You want a room with twin beds for one night.

You want a single room with bath for three nights.

You want a double room with shower for two nights.

You want a double room with bath for two nights.

You want a twin-bedded room with shower for three nights.

BUS STATION

Bus number	From town centre to:		Times
3	Station	*Leave*	every half hour from 06.25 to 22.25
		Arrive	15 minutes later
29	Airport	*Leave*	every hour from 07.15 to 23.15
		Arrive	one hour later
50B	Hospital	*Leave*	every hour from 08.15 to 21.15
		Arrive	15 minutes later
47A	Zoo	*Leave*	every hour from 09.00 to 17.00
		Arrive	20 minutes later
56	Football ground	*Leave*	every half hour from 09.30 to 22.00
		Arrive	15 minutes later
28	Sports centre	*Leave*	every half hour from 09.15 to 22.15
		Arrive	15 minutes later

STATION

To:							
Liverpool	*Depart*	10.45	13.45	17.45	20.45		
	Arrive	14.45	17.45	21.45	00.45		
London	*Depart*	06.50	10.00	14.25	16.45	20.30	
	Arrive	08.50	12.00	16.25	18.45	22.30	
Bristol	*Depart*	07.45	08.45	09.30	11.30	14.30	17.30
	Arrive	08.45	09.45	10.30	12.30	15.30	18.30
Oxford	*Depart*	09.00	12.40	18.35	19.20		
	Arrive	11.30	15.10	21.00	21.50		

AIRPORT

Departures		Arrivals	
Paris	11.20	Paris	10.50
	15.40		19.30
Rome	09.15	Rome	10.05
	20.45		17.35
New York	10.30	New York	11.40
Madrid	12.15	Madrid	11.15
	18.25		19.05
Oslo	09.15	Oslo	09.05
	18.55		20.20

17 GETTING THERE ON TIME (Task cards)

Elementary Communication Games, © J Hadfield 1984

1
You are meeting your uncle and aunt from Paris on Tuesday evening. What time does the plane arrive?

2
You are taking some children to the Zoo. You want to see the elephants' bath time. This is at 10am. Which bus must you catch from the town centre?

3
You are going to New York on Saturday. What time does your plane leave?

4
You are meeting some friends for lunch in London. You are meeting at 12.30pm. Which train must you catch?

5
You are going to Madrid on Wednesday evening. What time does your plane leave?

6
You are visiting a friend in hospital on Monday. The visiting hours are from 4.30 to 6.30pm. Which bus must you catch from the town centre?

7
You are going to Oxford – for the weekend. You finish work at 5.30 pm on Friday. What is the first train you can catch?

8
You are going to a football match on Saturday. The match begins at 2pm. Which bus must you catch from the town centre?

9
You are going to the theatre in London. The play starts at 7.30pm. Which train must you catch?

10
You are meeting your sister from Rome on Tuesday morning. What time does her plane arrive?

11
You are going to a meeting in Bristol tomorrow. The meeting starts at 10.30am. Which train is best?

12
You are going to the Sports Centre. You want to swim for about an hour and then meet a friend there for lunch at 1pm. Which bus is best?

13
You are visiting friends in Liverpool at the weekend. You finish work at 5pm on Friday. Which train will you catch and when does it arrive in Liverpool?

14
You are going on holiday to Norway. You want a plane on a Saturday morning if possible. When does your plane go?

15
You are meeting your sister from New York at the airport on Saturday. You need to get a bus from the town centre to the airport. It is five minutes' walk from your house to the bus stop. When must you leave home?

16
You are catching a train to Liverpool on Friday morning. You need to take the bus from the town centre to the station. It is five minutes' walk from your house to the bus stop. When must you leave home?

17
You are flying to Rome on Sunday morning. You need to take a bus from the town centre to the airport. It is ten minutes' walk from your house to the bus stop. When must you leave home?

18
You are going to Bristol for the weekend. You want to leave after lunch on Friday. You need to go from the town centre to the station by bus. It is ten minutes' walk to the bus stop from your house. When must you leave home?

19
You are meeting some friends from Oslo at the airport on Monday evening. You need to take a bus from the town centre to the airport. It is five minutes' walk to the bus stop from your house. When must you leave home?

20
You are going shopping in London on Thursday. You want to get to London by 9am. You need to take a bus from the town centre to the station. Your house is ten minutes' walk from the bus stop. When must you leave?

18 THE BUS STOP GAME (Queuer cards 1-8) (Searcher cards 9-12)

1
You are waiting for a number 28 bus at bus stop A. The number 28 goes to the bus station via High Street and Church Street. Buses go every 10 minutes. The next one is at 12.05.

Other information: buses 123 and 35 stop at bus stop B.

2
You are waiting for a number 54 bus at bus stop A. The number 54 goes to the station via Church Street and Station Road. Buses go every 15 minutes. The next one is at 12.10.

Other information: bus number 47 stops at bus stop C. It goes to the harbour.

3
You are waiting for a number 123 bus at bus stop B. The 123 goes to the castle via Museum Street and Castle Street. Buses go every half-hour. The next one is at 12.05.

Other information: buses 28 and 54 stop at bus stop A.

4
You are waiting for a number 35 bus at bus stop B. The 35 goes to the museum via New Street and Museum Street. Buses go every 20 minutes. The next one is at 12.10.

Other information: bus number 6 stops at bus stop D. It goes to the town centre.

5
You are waiting for a number 47 bus at bus stop C. The 47 goes to the harbour via New Street and West Street. Buses go every 10 minutes. The next one is at 12.10.

Other information: buses 6 and 12 stop at bus stop D.

6
You are waiting for a number 27A bus at bus stop C. The 27A goes to the hospital via North Street and Queen Street. Buses go every 15 minutes. The next one is at 12.05.

Other information: bus number 123 stops at bus stop B. It goes to the castle.

7
You are waiting for a number 6 bus at bus stop D. The number 6 goes to the town centre via South Street and High Street. Buses go every half-hour. The next one is at 12.15.

Other information: buses 47 and 27A stop at bus stop C.

8
You are waiting for a number 12 bus at bus stop D. The number 12 goes to the university via South Street and Queen Street. Buses go every 20 minutes. The next one is at 12.10.

Other information: bus number 54 stops at bus stop A. It goes to the station.

9
You want a number 28 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

10
You want a number 54 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

11
You want a number 123 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

12
You want a number 35 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

18 THE BUS STOP GAME (Searcher cards)

Elementary Communication Games, © J Hadfield 1984

13
You want a number 47 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

14
You want a bus to the station.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

15
You want a number 27A bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

16
You want a bus to the harbour.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

17
You want a number 12 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

18
You want a bus to the town centre.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

19
You want a number 6 bus.
Find the right bus stop and join the queue.
How often does the bus go?
When is the next one?

20
You want a bus to the castle.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

21
You want a bus to Church Street.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

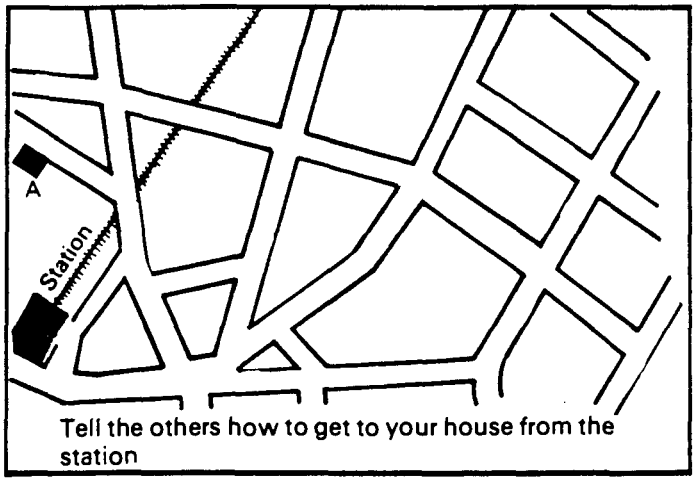
22
You want a bus to Museum Street.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

23
You want a bus to the hospital.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

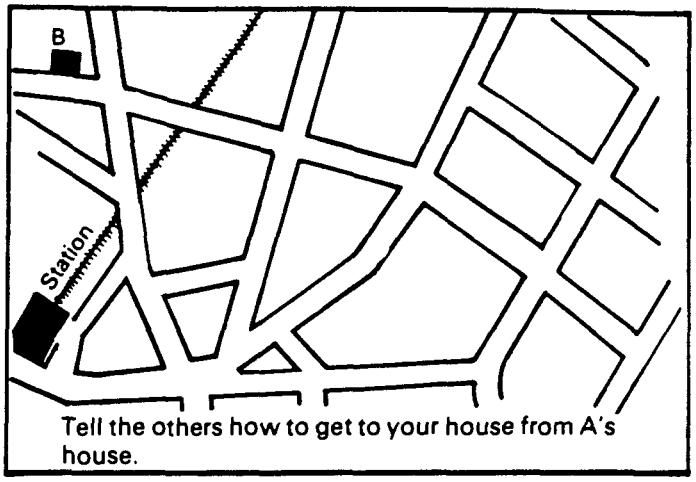
24
You want a bus to South Street.
Find the number of the bus you want and join the queue at the right bus stop.
How often does the bus go?
When is the next one?

19 VISITING FRIENDS

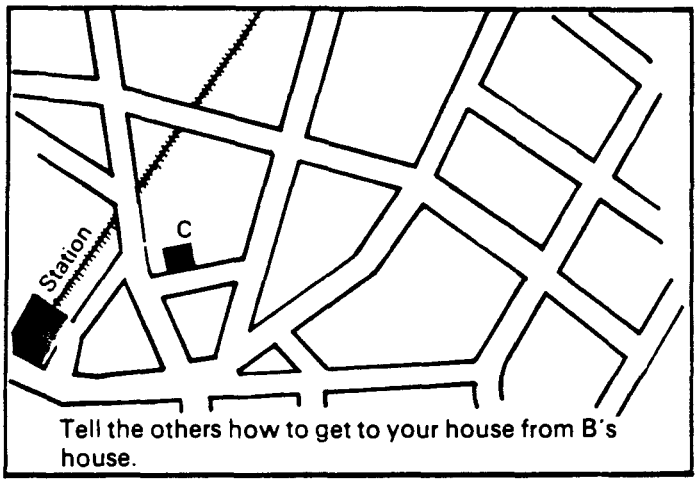
Elementary Communication Games, © J Hadfield 1984



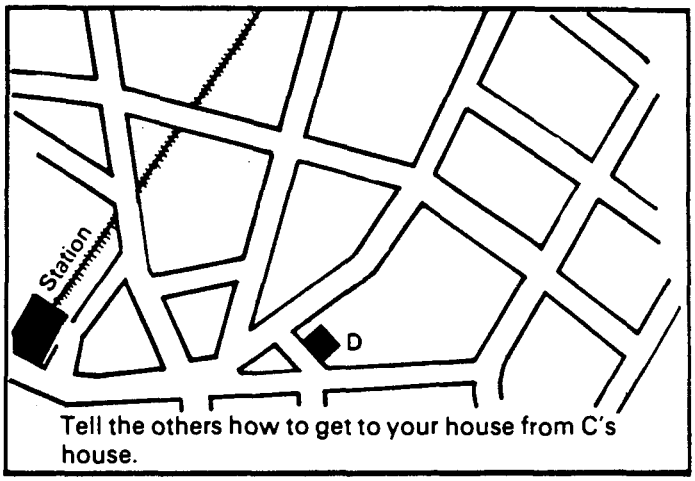
Tell the others how to get to your house from the station



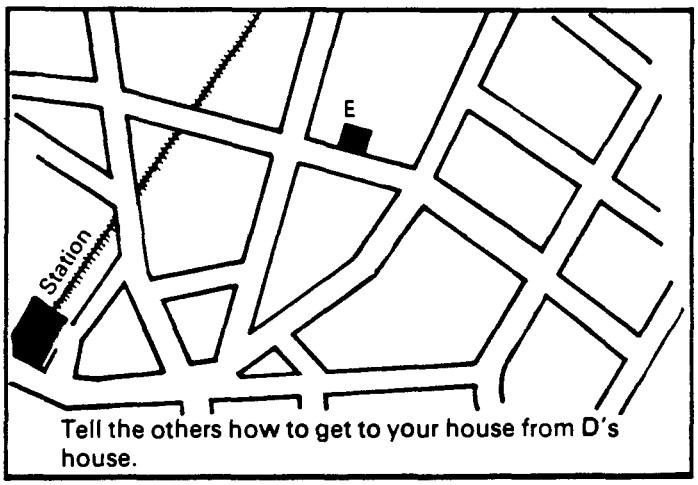
Tell the others how to get to your house from A's house.



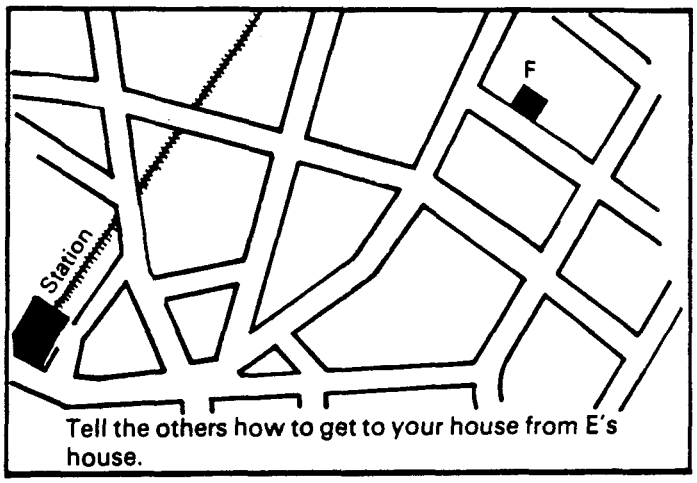
Tell the others how to get to your house from B's house.



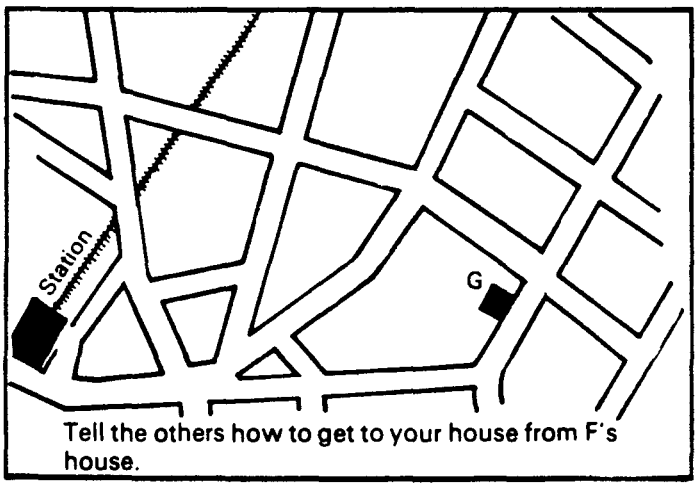
Tell the others how to get to your house from C's house.



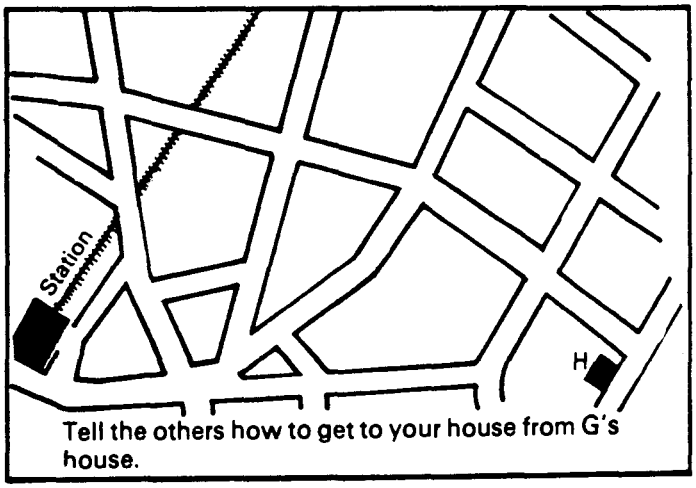
Tell the others how to get to your house from D's house.



Tell the others how to get to your house from E's house.



Tell the others how to get to your house from F's house.



Tell the others how to get to your house from G's house.

20 PLANNING A DAY OUT

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A

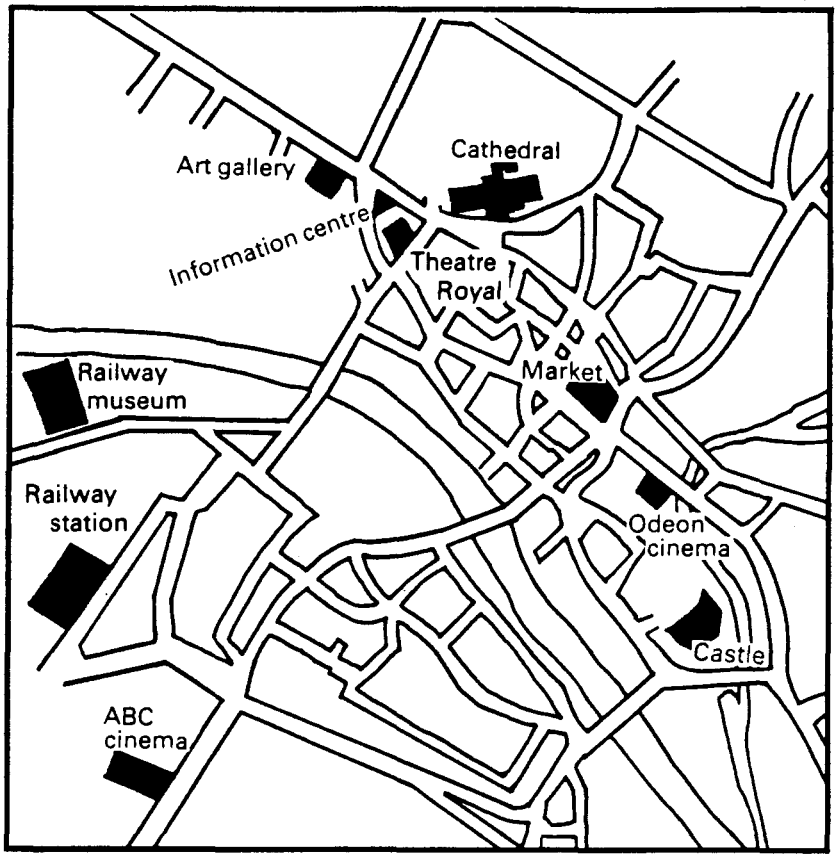
It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

visit the castle
go to the Railway Museum
go to the art gallery
visit the cathedral
go to the market
see a play or a film

You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.



B

It is Tuesday 4 December.
You work in York Tourist Information Centre.
Your job is to give information about things to do and places to visit in York.
Here is a guide to the week's entertainments in York.

CASTLE Open March–October 9.30–18.30 October–March 9.30–16.00

RAILWAY MUSEUM Open Monday–Saturday 10.00–1800

ART GALLERY Open 10.00–18.00. Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

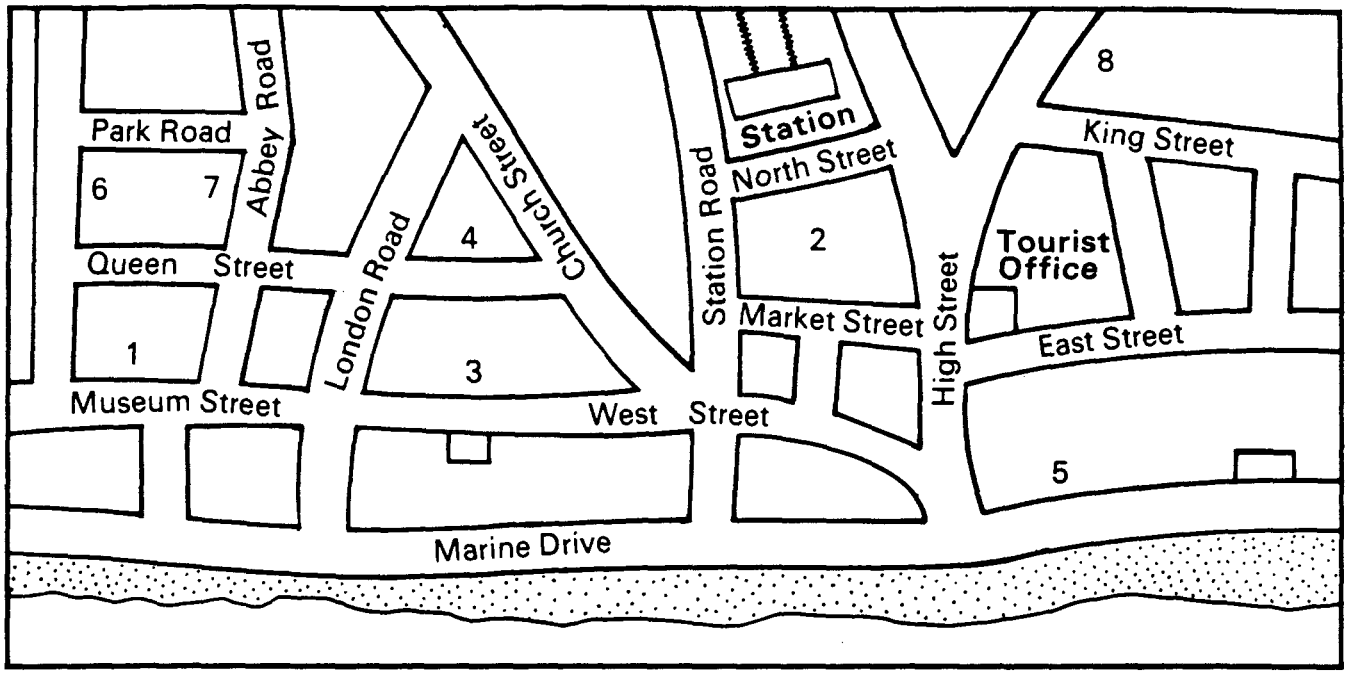
Odeon Cinema: *Star Wars* Starts 19.30; finishes 22.00
ABC Cinema: *Goldfinger* Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: *Evita* Starts 19.30; finishes 22.15

21 WANDERING TOURISTS (Information cards)

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Tourist Office

Opening Times

1 Museum open 9am–5pm, closed on Tuesdays
2 Shopping centre shops open 9am–5.30pm closed Wednesday afternoon
3 Art gallery open 10am–6pm, closed on Mondays
4 Cathedral open 8am–6pm
5 Aquarium open 9am–5pm
6 Castle open 10am–5pm
7 Abbey open 9am–6pm closed on Thursdays
8 Zoo open every day (10am–5.30pm)

BANK

Rates of Exchange for Pounds

	£ sterling
French francs	10.00
German marks	4.50
Italian lire	2,300
Spanish pesetas	200
US dollars	1.50
Japanese yen	400

Seaview Hotel

Price List

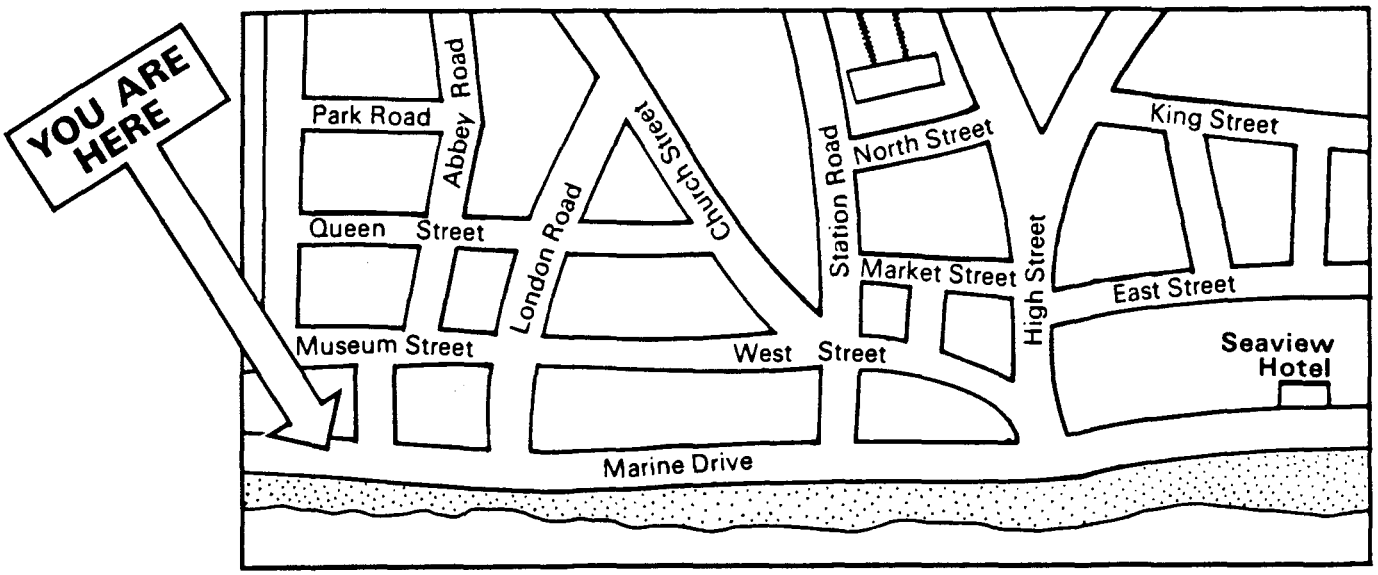
Single room	£12
Single room with shower	£14
Single room with bath	£15
Double room	£20
Double room with shower	£22
Double room with bath	£25

STATION

Destination						**fares** *Single*	*Return*
London	*dep*	9.00	14.30	17.15	18.40	£12	£20
Liverpool	*dep*	6.00	15.35	19.50	21.17	£20	£35
York	*dep*	10.00	13.25	15.30	20.45	£17	£30
Manchester	*dep*	10.05	12.45	15.27	18.55	£15	£25
Bristol	*dep*	11.00	16.40	22.10	23.57	£7	£12

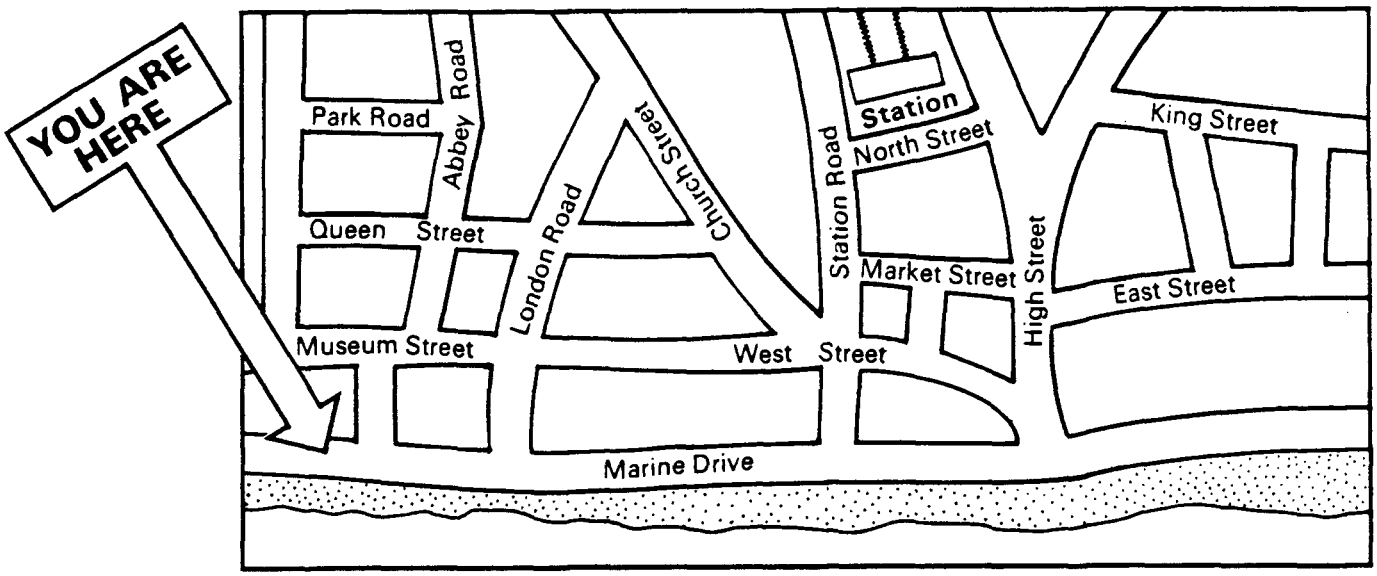
21 WANDERING TOURISTS (Task sheets)

Elementary Communication Games, © J Hadfield 1984



1 Go to the Seaview Hotel. Book a single room with a shower for two nights.
How much does it cost? .....
2 Ask someone where the bank is. Mark it on your map.
3 Go to the bank. Change 250 French francs into English pounds.
Write down how much you get. .....
4 Ask someone where the station is. Mark it on your map.
5 Go to the station. Find the time of the first train to Liverpool in the morning.
Write the time down here: .....

How much is a return ticket? .....
6 Ask where the tourist office is. Mark it on your map.
7 Go to the tourist office. Ask where the aquarium is. Mark it on your map.
Ask when it opens and closes.
Write the times here: .....

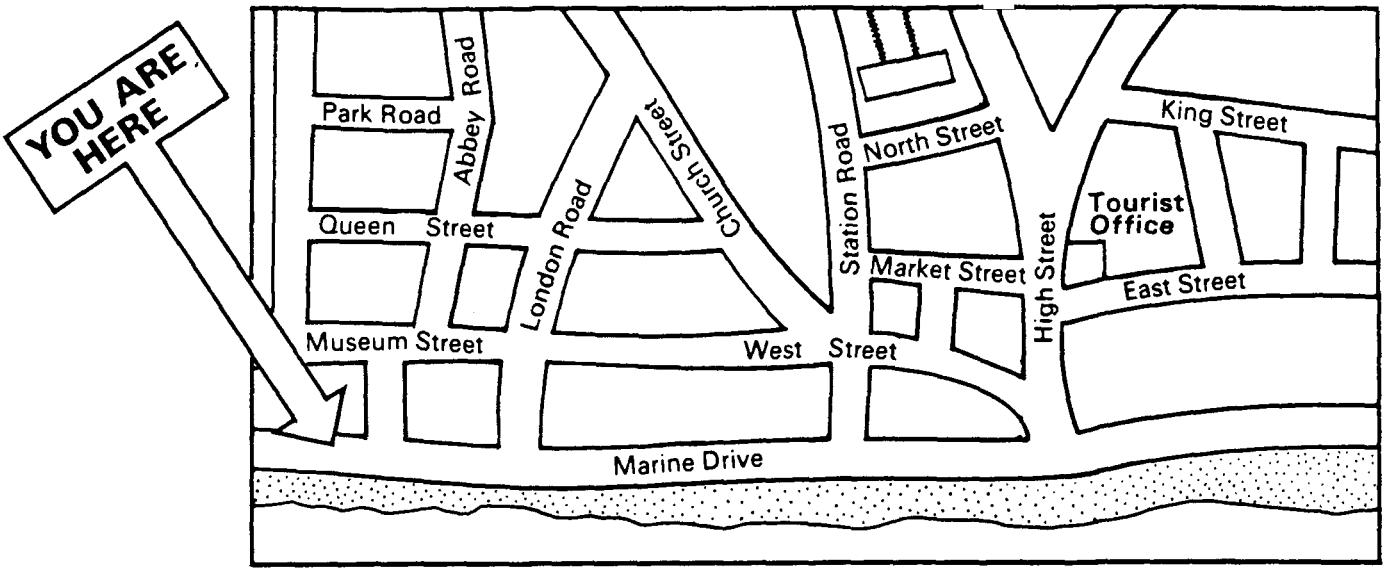


1 Ask someone where the tourist office is. Mark it on your map.
2 Go to the tourist office. Ask where the cathedral is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....
3 Go to the station. Find the times of the trains to Liverpool.
Write the times here: .....

How much is a single ticket? .....
4 Ask someone where the bank is. Mark it on your map.
5 Go to the bank. Change 500 French francs into English pounds.
Write down how much you get. .....
6 Ask someone where the Seaview Hotel is. Mark it on your map.
7 Go to the Seaview Hotel. Book a single room for one night.
How much is it? .....

21 WANDERING TOURISTS (Task sheets)

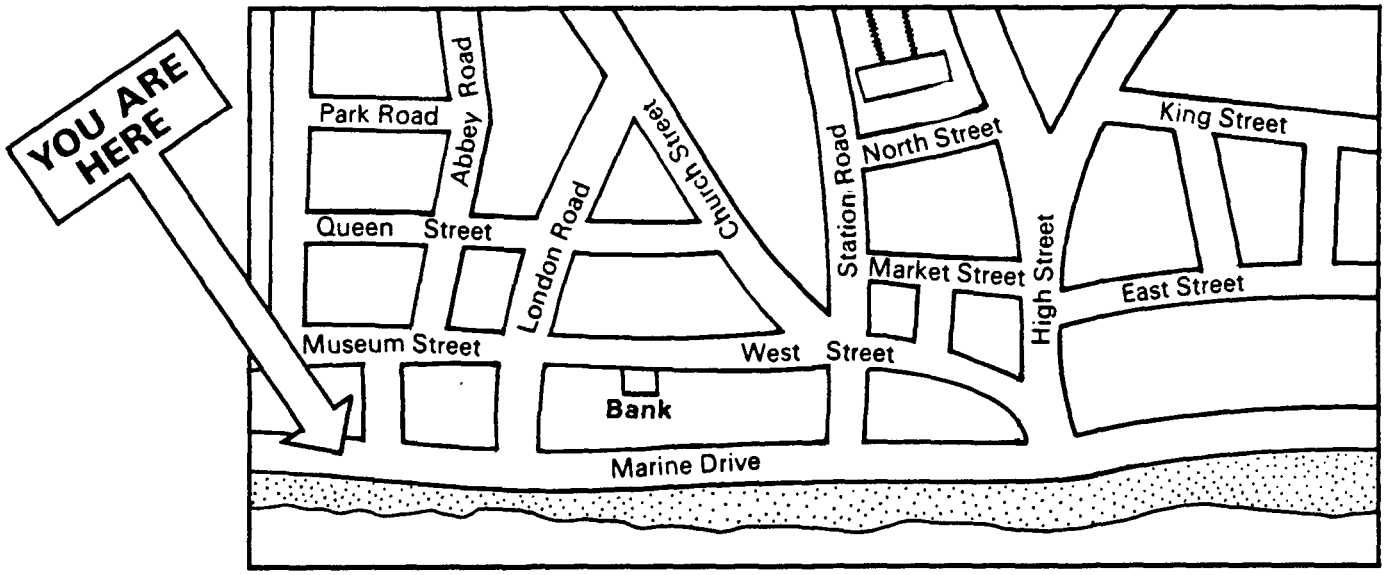
Elementary Communication Games, © J Hadfield 1984



1 Ask someone where the bank is. Mark it on your map.
2 Go to the bank. Change 23,000 lire into English pounds.
Write down how much you get. .....
3 Ask someone where the station is. Mark it on your map.
4 Go to the station. Ask when the first train to Bristol is.
Write the time here: .....

How much is a single ticket? .....

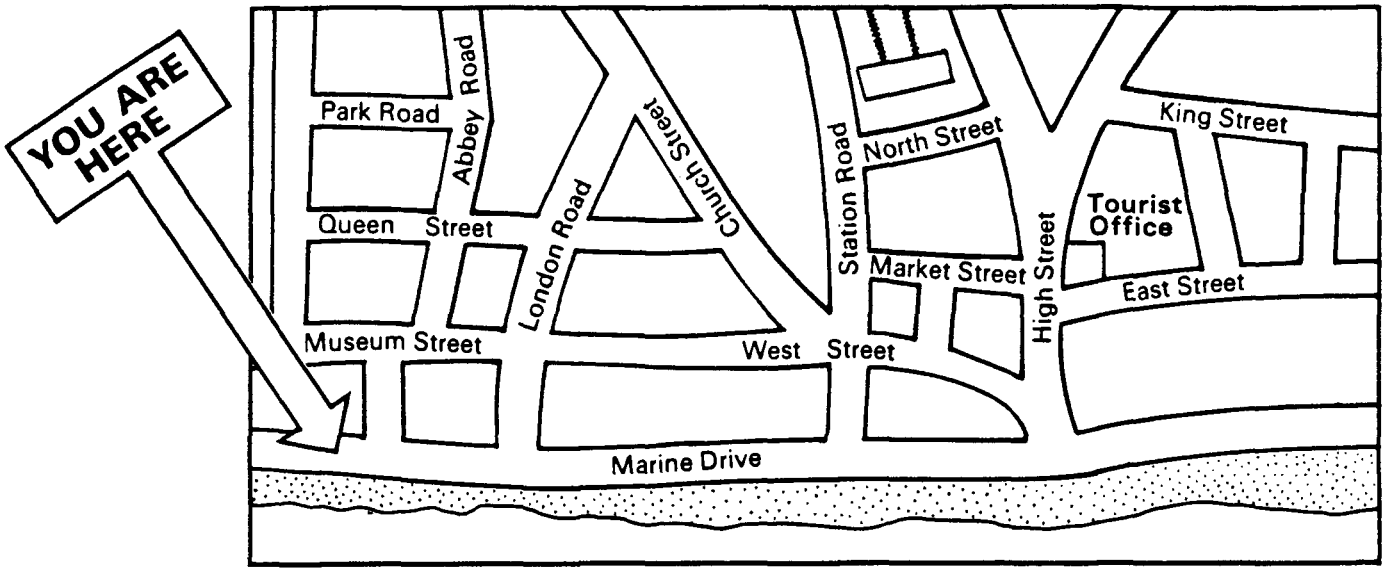
5 Ask someone where the Seaview Hotel is. Mark it on your map.
6 Go to the Seaview Hotel. Book a double room for one night.
How much does it cost? .....
7 Go to the tourist office. Ask where the castle is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....



1 Ask someone where the station is. Mark it on your map.
2 Go to the station. Ask the times of trains to York.
Write the times here: .....

How much is a return ticket? .....
3 Ask someone where the Seaview Hotel is. Mark it on your map.
4 Go to the Seaview Hotel. Book a single room with shower for four nights.
How much does it cost? .....
5 Ask where the tourist office is. Mark it on your map.
6 Go to the tourist office. Ask where the abbey is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....
7 Go to the bank. Change 4,000 yen to pounds.

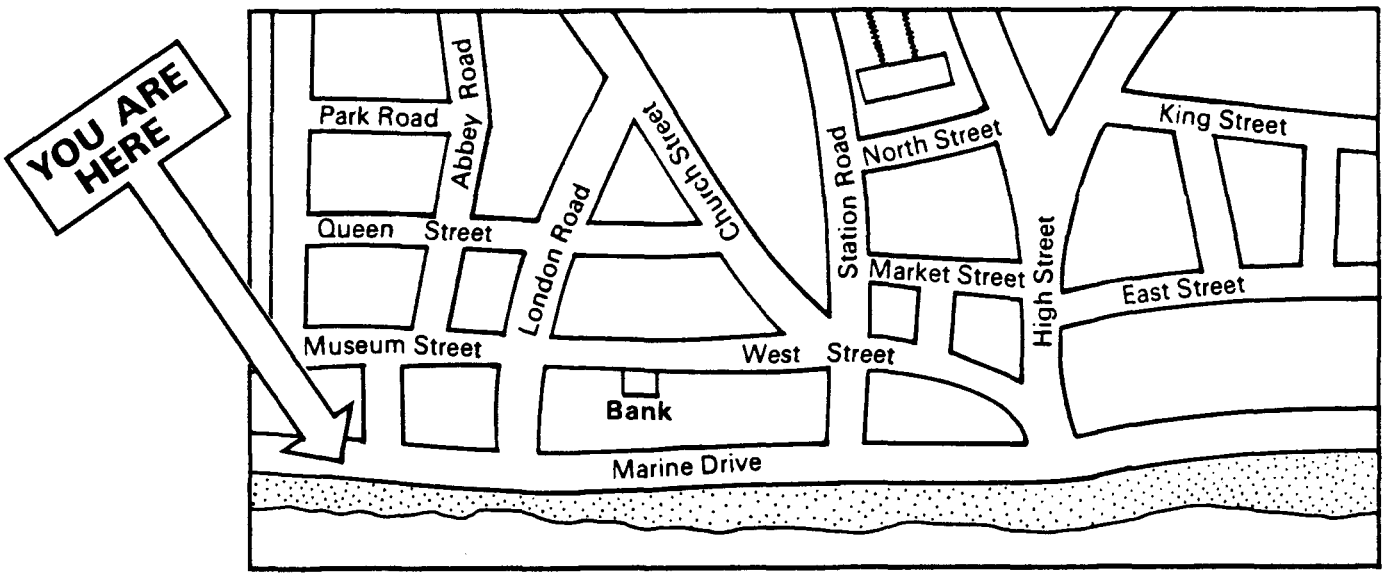
How much do you get? .....



1 Ask someone where the bank is. Mark it on your map.
2 Go to the bank. Change 5,000 pesetas into English pounds.
How much do you get? .....
3 Ask someone where the station is. Mark it on your map.
4 Go to the station. Find the time of the first train to London in the morning.
Write the time here: .....

How much is a return ticket? .....

5 Go to the tourist office. Ask where the museum is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....
6 Ask someone where the Seaview Hotel is. Mark it on your map.
7 Go to the Seaview Hotel. Book a double room with a shower for three nights.
How much does it cost? .....



1 Ask someone where the station is. Mark it on your map.
2 Go to the station. Find the time of the first train to York in the morning.
Write the time here: .....

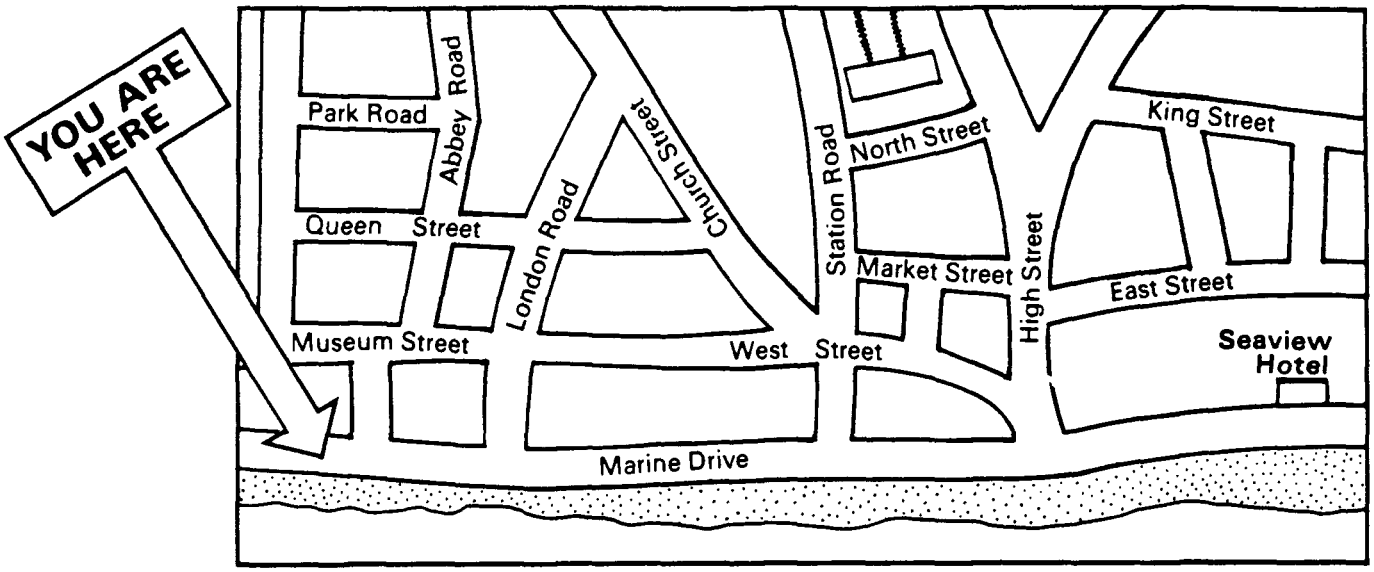
How much is a single ticket? .....
3 Ask someone where the tourist office is. Mark it on your map.
4 Go to the tourist office. Ask where the shopping centre is. Mark it on your map. Ask when the shops open and close.
Write the times here: .....

5 Ask someone where the Seaview Hotel is. Mark it on your map.
6 Go to the Seaview Hotel. Book a single room with a bath for two nights.
How much does it cost? .....
7 Go to the bank. Change £50 into German marks.

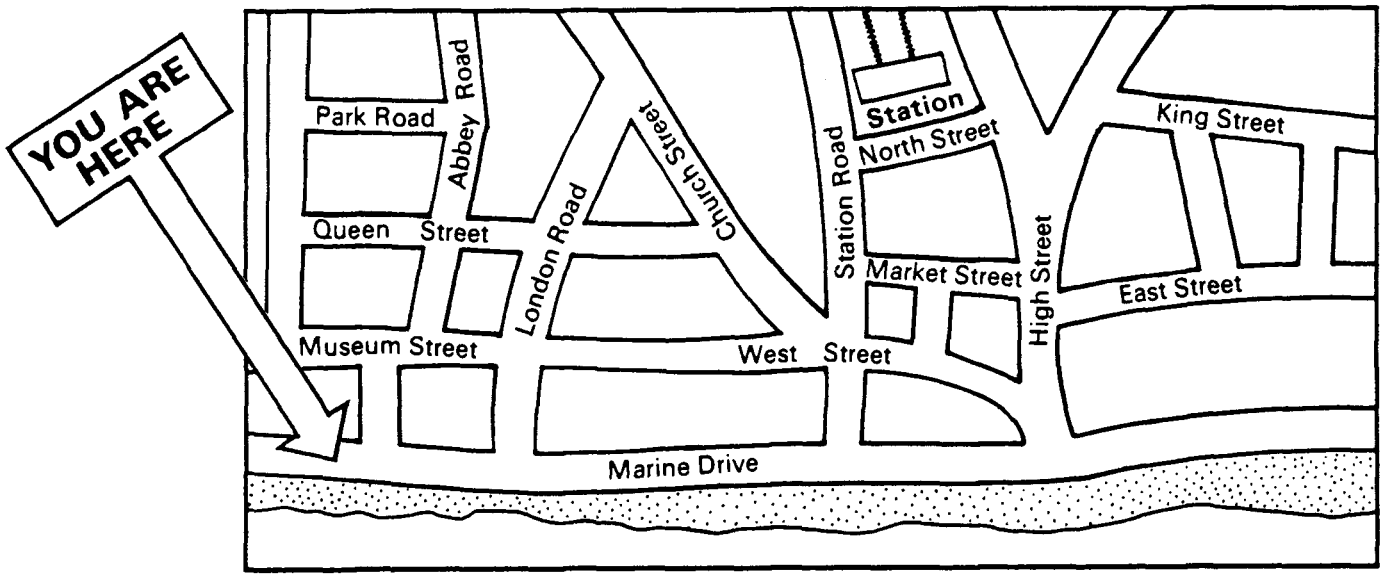
How much do you get? .....

21 WANDERING TOURISTS (Task sheets)

Elementary Communication Games, © J Hadfield 1984



1 Go to the Seaview Hotel. Book a single room for three nights.
How much does it cost? .....
2 Ask someone where the bank is. Mark it on your map.
3 Go to the bank. Change 10,000 pesetas into English pounds.
How much do you get? .....
4 Ask someone where the station is. Mark it on your map.
5 Go to the station. Ask the times of trains to Bristol.
Write the times here: .....
How much is a return ticket? .....
6 Ask someone where the tourist office is. Mark it on your map.
7 Go to the tourist office. Ask where the art gallery is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....



1 Ask someone where the tourist office is. Mark it on your map.
2 Go to the tourist office. Ask where the zoo is. Mark it on your map. Ask when it opens and closes.
Write the times here: .....
3 Ask someone where the Seaview Hotel is. Mark it on your map.
4 Go to the Seaview Hotel. Book a double room with a bath for two nights.
How much does it cost? .....
5 Ask someone where the bank is. Mark it on your map.
6 Go to the bank. Change 50 dollars into pounds.
How much do you get? .....
7 Go to the station. Ask the times of trains to Manchester.
Write the times here: .....
How much is a return ticket? .....

Elementary Communication Games, © J Hadfield 1984

You like:	You don't like:
riding	gardening
swimming	football
tennis	golf
skiing	reading
cycling	
cooking	

You like:	You don't like:
golf	gardening
skiing	cooking
tennis	reading
cycling	swimming
riding	
football	

You like:	You don't like:
riding	gardening
swimming	cooking
tennis	football
cycling	reading
golf	skiing

You like:	You don't like:
riding	reading
swimming	
tennis	
golf	
skiing	
cycling	
cooking	
football	
gardening	

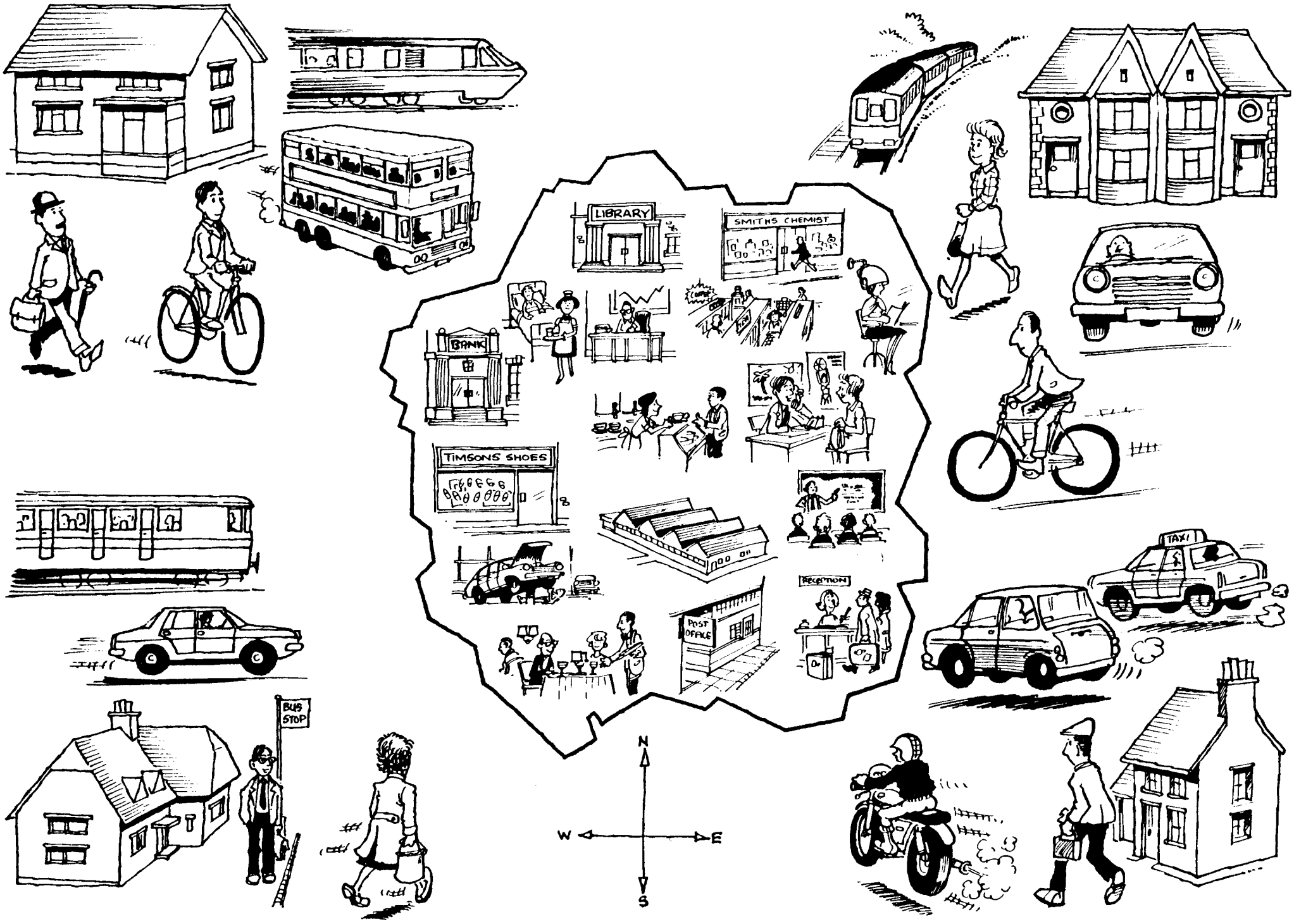
You like:	You don't like:
golf	gardening
skiing	cooking
reading	football
tennis	swimming
cycling	
riding	

You like:	You don't like:
riding	cycling
tennis	
golf	
skiing	
reading	
football	
gardening	
cooking	
swimming	

You like:	You don't like:
gardening	any sports
cooking	
reading	

You like:	You don't like:
football	cooking
tennis	
golf	
skiing	
gardening	
swimming	
reading	
riding	
cycling	

23 COMMUTERS



Elementary Communication Games, © J Hadfield 1984

23 COMMUTERS

Elementary Communication Games, © J Hadfield 1984

A

You live in north-west London.
You work in a supermarket 10 miles away.
The train journey takes 40 minutes.
Your mother works in a hairdresser's about five miles away.
She goes to work by bus and it takes her about half an hour.
Your father walks to the chemist's shop where he works.
It's about a mile and takes him 20 minutes.
Your brother always cycles to work.
He works in a travel agent's about seven miles away and the journey takes about 45 minutes.

B

You live in the country to the south-west of London.
You work in a café about six miles away.
You drive to work – the journey takes about 25 minutes.
Your father works in a school about a mile away.
He goes to work by bus – it takes 10 minutes.
Your mother works in a hotel.
She walks there every day.
The hotel is a ten-minute walk – about half a mile.
Your sister goes to work by train.
She works in a post-office in London and the 20-mile journey takes about 40 minutes.

C

You live in north-east London.
You work in a library and you go to work by train.
The library is seven miles away and the journey takes 35 minutes.
Your mother works in a shoe shop one mile away.
She walks to work – it takes 20 minutes.
Your father drives to work.
He works in a garage 10 miles away and the journey takes him 40 minutes.
Your brother goes to work by bike.
He works in a bank and the five-mile journey takes him half an hour.

D

You live in south-east London.
Your father works in a factory about a mile from your house.
He always walks to work – it takes him about 15 minutes.
Your mother is a nurse and works in a hospital about four miles away.
She goes to work by car.
The journey takes about 20 minutes.
Your brother goes by motorcycle to the restaurant where he works.
The five-mile journey takes 25 minutes.
And you? You are very lazy – you get a taxi to work every morning! You work in an office half a mile away.
It takes five minutes.

24 FLATMATES

Elementary Communication Games, © J Hadfield 1984

You get up early – at about 7 o'clock and go to bed early – at about 10 o'clock.
You don't smoke or drink.
You like a quiet life. You read a lot but never watch TV.
You play the violin and like classical music. You often play the violin during the day.
You are a very tidy person and clean the house every day.

You get up early and go to bed early. You usually go to bed at about 10.30 pm and get up at about 7 o'clock.
You like eating and drinking and cook a lot of large meals.
You smoke but you want to give it up.
You have an active social life and you go out most evenings.
You like pop music and you play the guitar. You practise a lot during the day.
You are a tidy person and clean the house every day.

You get up late – at about 10 or 11 o'clock and go to bed late – about 1 o'clock or 2 o'clock in the morning.
You are a heavy smoker.
You have a lot of friends and a busy social life. You invite people to your house a lot and often give parties.
You are very untidy and don't clean the house very often.
You love animals and have a cat.

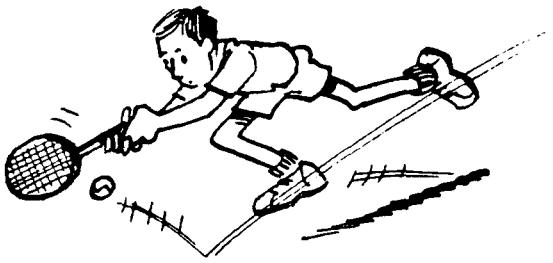
You work at night so you sleep during the day. You go to bed at about 7 o'clock in the morning and usually get up at about 3 o'clock in the afternoon.
You are a heavy smoker.
You have a lot of friends and invite them round in the evenings.
You play the trumpet and belong to a jazz group. You sometimes practise together in the evenings.
You are a tidy person and clean the house every day.

You get up early and go to bed early. You usually get up at about 7.30 and are always in bed by 11 o'clock.
You are a heavy smoker, but you are on a diet so you don't eat very much.
You like a quiet life and you spend a lot of time alone. You often watch TV in the evenings.
You are very untidy – you don't clean the house very often and sometimes you don't wash up for two or three days!

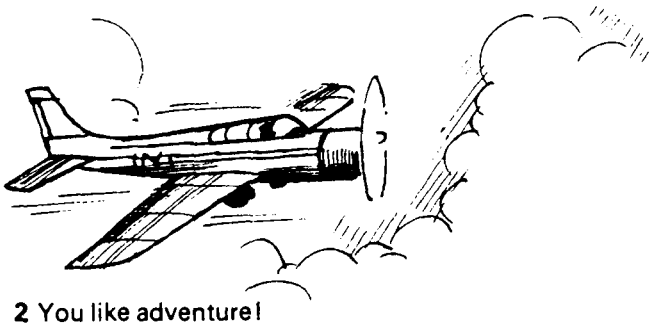
You are a vegetarian and never eat meat.
You work very hard – you write books and work at home. You often work late at night and type until 2 o'clock or 3 o'clock in the morning.
You like a quiet life – you can't work with a lot of people in the house.
You are a heavy smoker.
You are very untidy and never clean the house.

25 HABITS AND HOBBIES

Elementary Communication Games, © J Hadfield 1984



1 You like fresh air and exercise!
You often go cycling at weekends.
You play golf on Sundays and you go riding every Saturday afternoon.
In the summer you also play tennis and go swimming once a week.
In your holidays you go walking in the mountains.



2 You like adventure!
You go climbing every summer and skiing every winter.
You go flying and deep-sea diving at weekends.
You want to try parachuting!



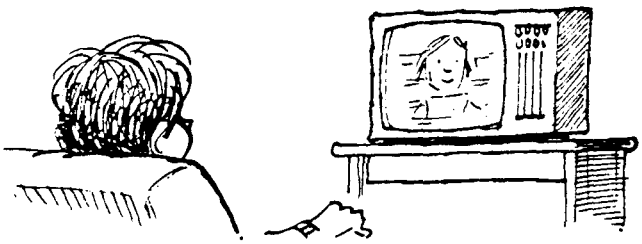
3 You are very sociable!
You go dancing every night. You have parties at weekends and you go to the pub three times a week.
Once a year you go on holiday with friends. You usually go to Spain.



4 You are a very practical person!
You like making things.
You cook every day and you often sew or knit in the evenings.
Your hobby is woodwork and you do this once a week on Wednesday evenings.



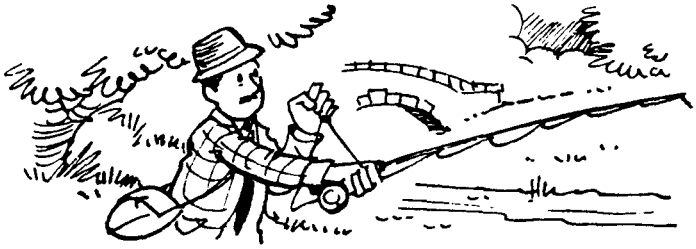
5 You are very musical!
You play the piano and the violin. You practise the piano once a day and the violin twice a day. You have piano lessons once a week on Fridays and violin lessons twice a week on Tuesdays and Thursdays.
You listen to records in the evenings and go to concerts at weekends.



6 You don't like sport and prefer indoor activities.
You listen to the radio and read the papers in the morning. In the afternoon you read books and play records.
You watch TV every evening.
At weekends you write letters.



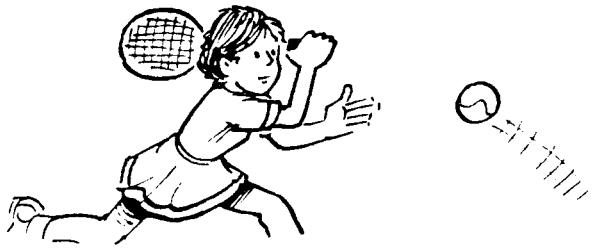
7 You are an artistic type!
You paint and draw very well. You always paint at weekends. You do pottery and sculpture in the evenings.
You like photography and go to photography classes once a week.
You go to art exhibitions as often as possible!



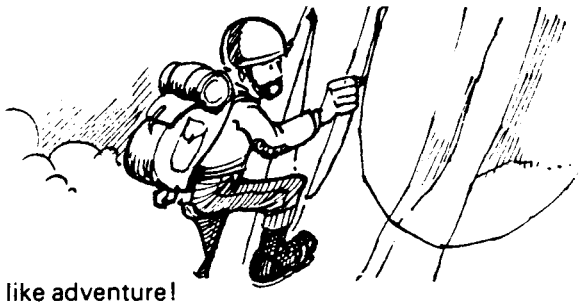
8 You like a quiet life!
You go fishing every afternoon and do yoga once a week – it's very relaxing.
Every morning you do some gardening.
You go walking in the country at weekends.
You never watch TV, but you read in bed every night.

25 HABITS AND HOBBIES

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9 You like fresh air and exercise!
You often go cycling at weekends.
You play golf on Saturdays and you go riding on Sunday afternoons.
In the summer you play tennis and go swimming once a week.
In your holidays you go walking in the mountains.



10 You like adventure!
You go climbing at weekends and skiing twice a year.
You go deep-sea diving in the summer.
You go flying on Wednesday afternoons.
You want to try parachuting!



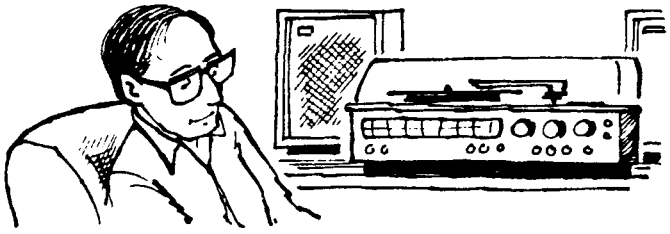
11 You are very sociable!
You go out to the pub every night and you go dancing every weekend. You often give parties.
Once a year you go on holiday to Spain.



12 You are a very practical person! You like making things.
You cook every day and you do woodwork in the afternoons.
You often sew or knit in the evenings too.



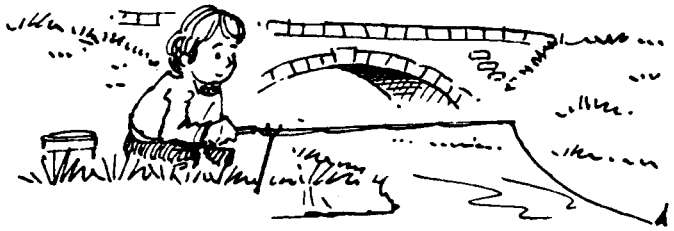
13 You are very musical!
You play the violin and guitar. You practise the violin every morning and the guitar every afternoon. You have violin lessons once a week and guitar lessons once a fortnight.
You listen to records in the evenings and often go to concerts at weekends.



14 You don't like sport and prefer indoor activities.
You read books and play records all day.
In the evenings you write letters and listen to the radio.
At weekends you watch TV and sometimes go to the cinema.



15 You are an artistic type!
You paint and draw very well. You always paint in the evenings after work.
You do a lot of photography at the weekends.
You sometimes go to art exhibitions.



16 You like a quiet life!
You do yoga every day and go fishing at the weekends – it's very relaxing!
You do some gardening in the afternoons.
You go walking in the country at weekends.
You sometimes watch TV in the evening but you usually read or listen to music.

Find someone who:
plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

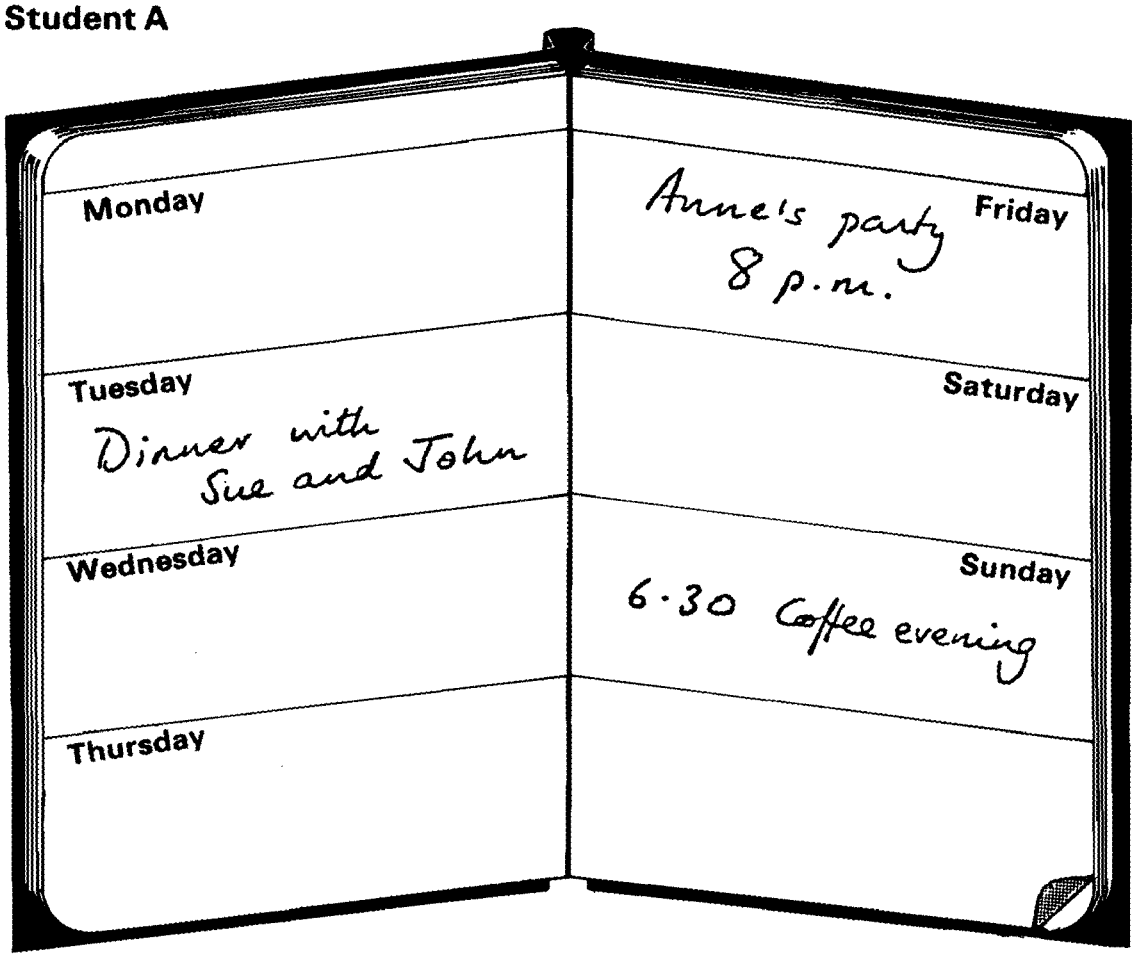
Find someone who:
plays golf on Sundays
watches TV every evening
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reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:
plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
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goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

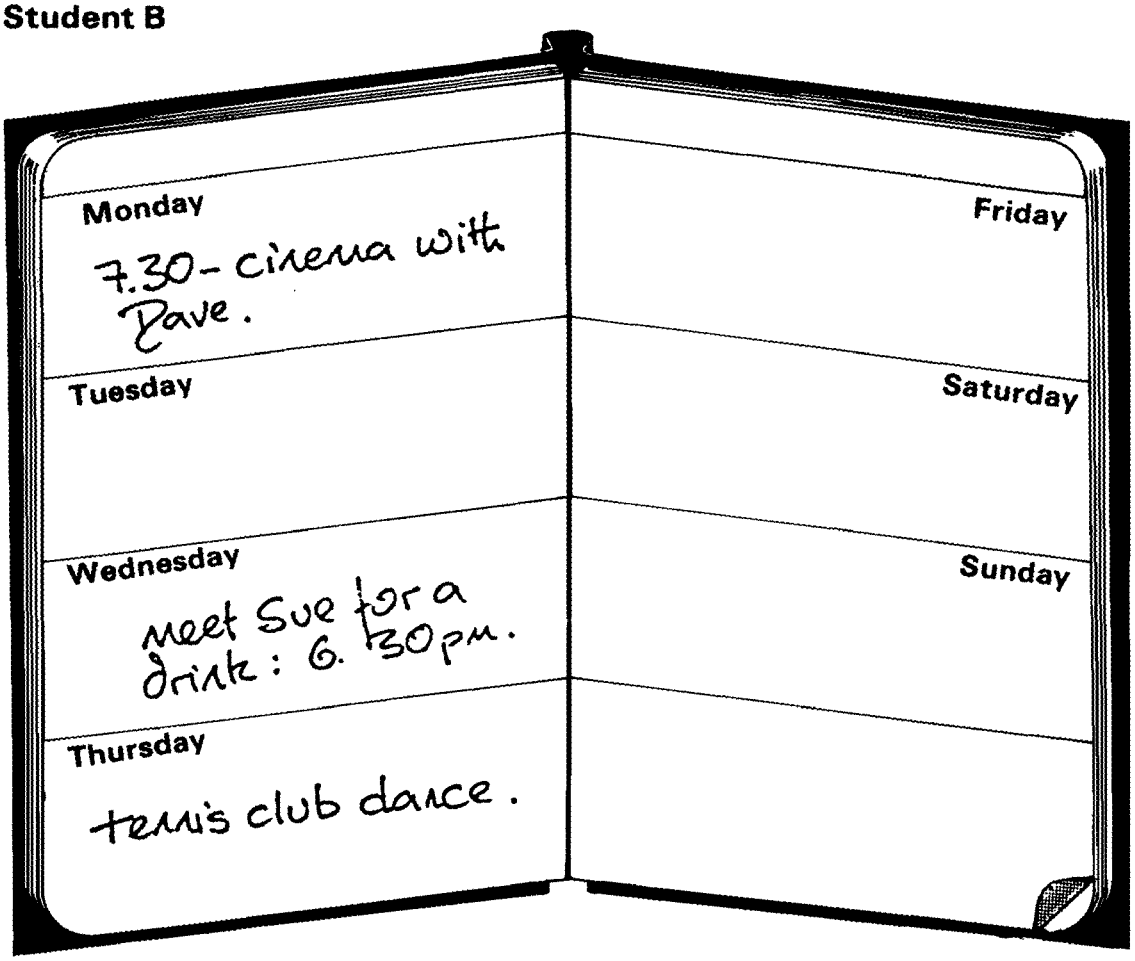
Find someone who:
plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

Find someone who:
plays golf on Sundays
watches TV every evening
paints at weekends
reads in bed every night
goes skiing once a year
goes to the pub three times a week
does woodwork on Wednesday evenings
practises the violin twice a day

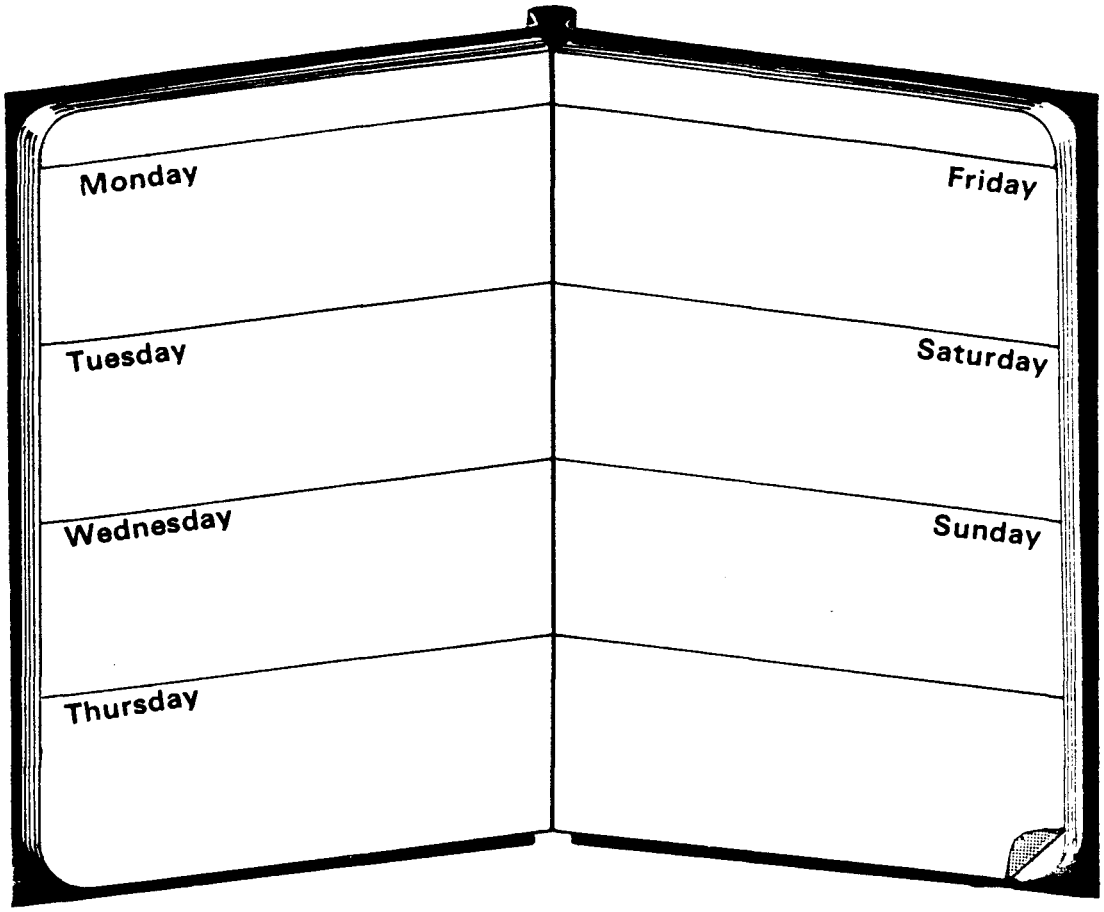
Student A

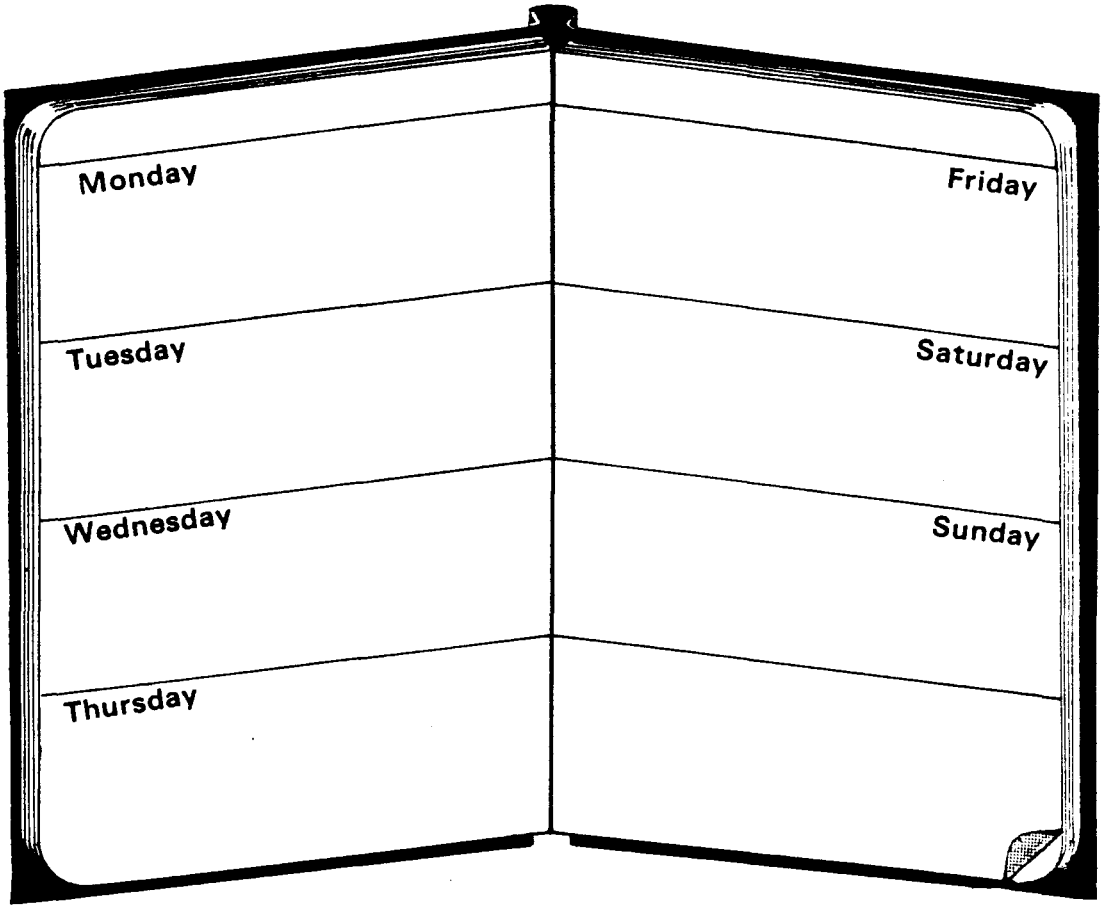


Student B



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28 SUNDAY AFTERNOON (Situation cards)

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1 It's a sunny afternoon in summer. You want to go out for a drive somewhere. Suggest a place to go.

2 You all get in the car – but it won't start. Suggest a sport instead.

3 You go out of the house and it starts raining. Go back in and suggest an indoor activity.

4 You've been playing cards for an hour now and you're bored. Suggest going into town.

5 You look in the paper – the film started an hour ago. Suggest visiting someone.

6 It's stopped raining – the sun is coming out!

28 SUNDAY AFTERNOON (Role-cards)

A

You would like to:	You do NOT want to:
visit the castle	go to the zoo
go for a picnic in the country	go sailing
go to the seaside	listen to the radio
go cycling	read
go riding	go to the museum
play tennis	go to the art gallery
watch TV	visit Auntie Lil
play chess	
listen to music	
play cards	
go bowling	
go skating	
go to the cinema	
visit John and Anne	

B

You would like to:	You do NOT want to:
go to the zoo	visit the castle
go for a picnic in the country	go cycling
go to the seaside	listen to records
go sailing	watch TV
go riding	go skating
play tennis	visit Auntie Lil
play chess	
listen to the radio	
read the paper	
play cards	
go to the museum	
go to the art gallery	
go bowling	
go to see a film	
visit John and Anne	

C

You would like to:	You do NOT want to:
go to the zoo	visit the castle
go for a picnic in the country	go cycling
go to the seaside	play chess
go riding	watch TV
go sailing	go bowling
play tennis	go skating
listen to the radio	visit Auntie Lil or John and Anne
listen to music	
read the papers	
play cards	
go to the museum	
go to the art gallery	
go to see a film	

D

You would like to:	You do NOT want to:
go to the zoo	go for a picnic in the country
visit the castle	go riding
go to the seaside	play chess
go cycling	go bowling
go sailing	visit John and Anne
play tennis	
watch TV	
listen to records	
read the papers	
play cards	
go skating	
go to the art gallery	
go to the museum	
go to the cinema	
visit Auntie Lil	

29 LOOKING FOR A JOB

Elementary Communication Games, © J Hadfield 1984

You can:

swim
speak French
type
draw and paint
play the piano
sing

WANTED

Kindergarten Teacher

must be able to:

swim
speak French
sing
play the piano

You can:

type
ride
ski
sew
cook
drive
swim
speak German

WANTED

Au Pair

must be able to:

speak German
ride
drive
cook
sew

You can:

speak French and German
take shorthand
play the piano
type
drive
swim

WANTED

Secretary

must be able to:

type
take shorthand
speak French and German

You can:

swim
drive
speak French and English
type
take shorthand
play tennis
cook

WANTED

Journalist

must be able to:

drive
type
take shorthand
speak French and English

You can:

ride
swim
ski
play tennis
drive
speak German

WANTED

Sports Instructor

must be able to:

ride
swim
play tennis
ski

You can:

read music
play the piano
play the violin
sing
draw and paint

WANTED

Art and Music Teacher

must be able to:

sing
draw and paint
read music
play the piano and violin

30 DO ME A FAVOUR

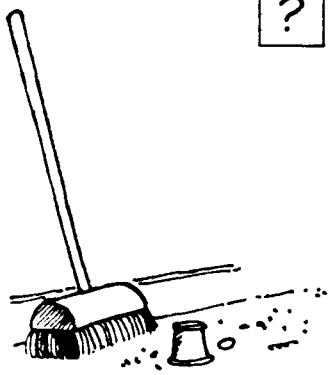
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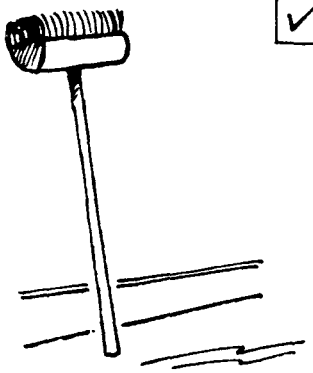
30 DO ME A FAVOUR

Elementary Communication Games, © J Hadfield 1984

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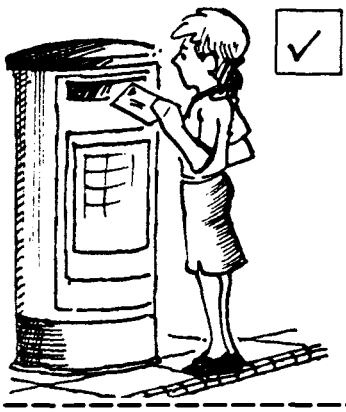
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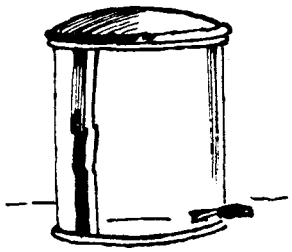
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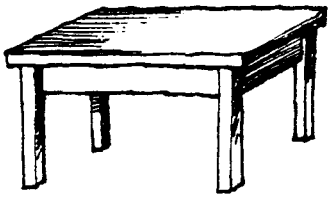
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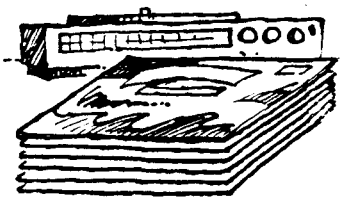
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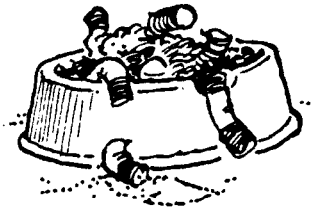
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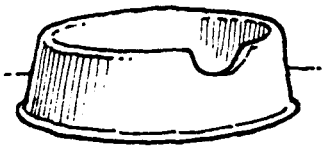
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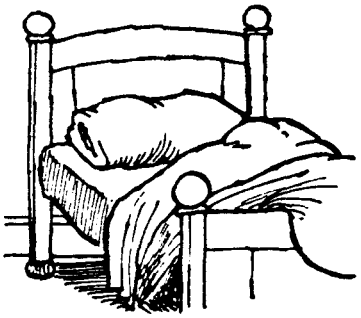
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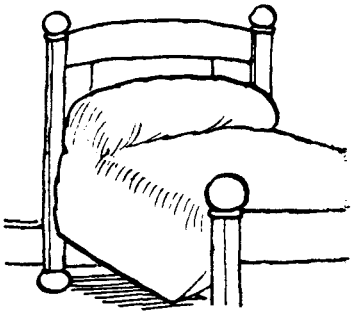
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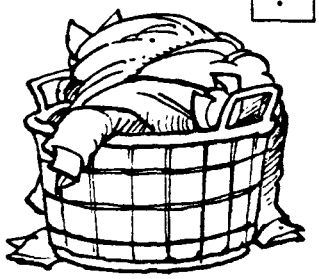
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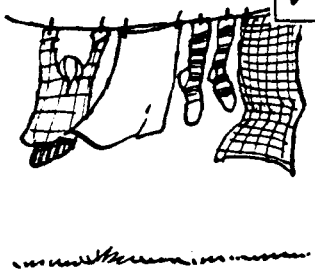
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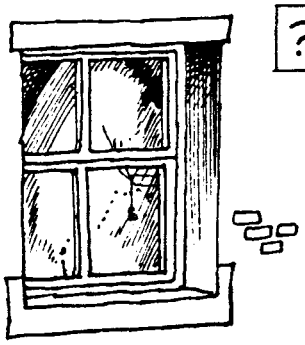
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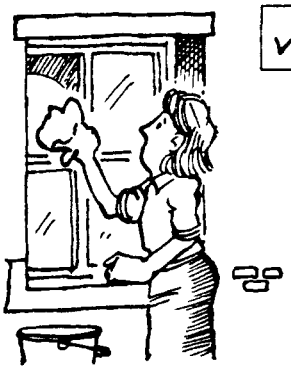
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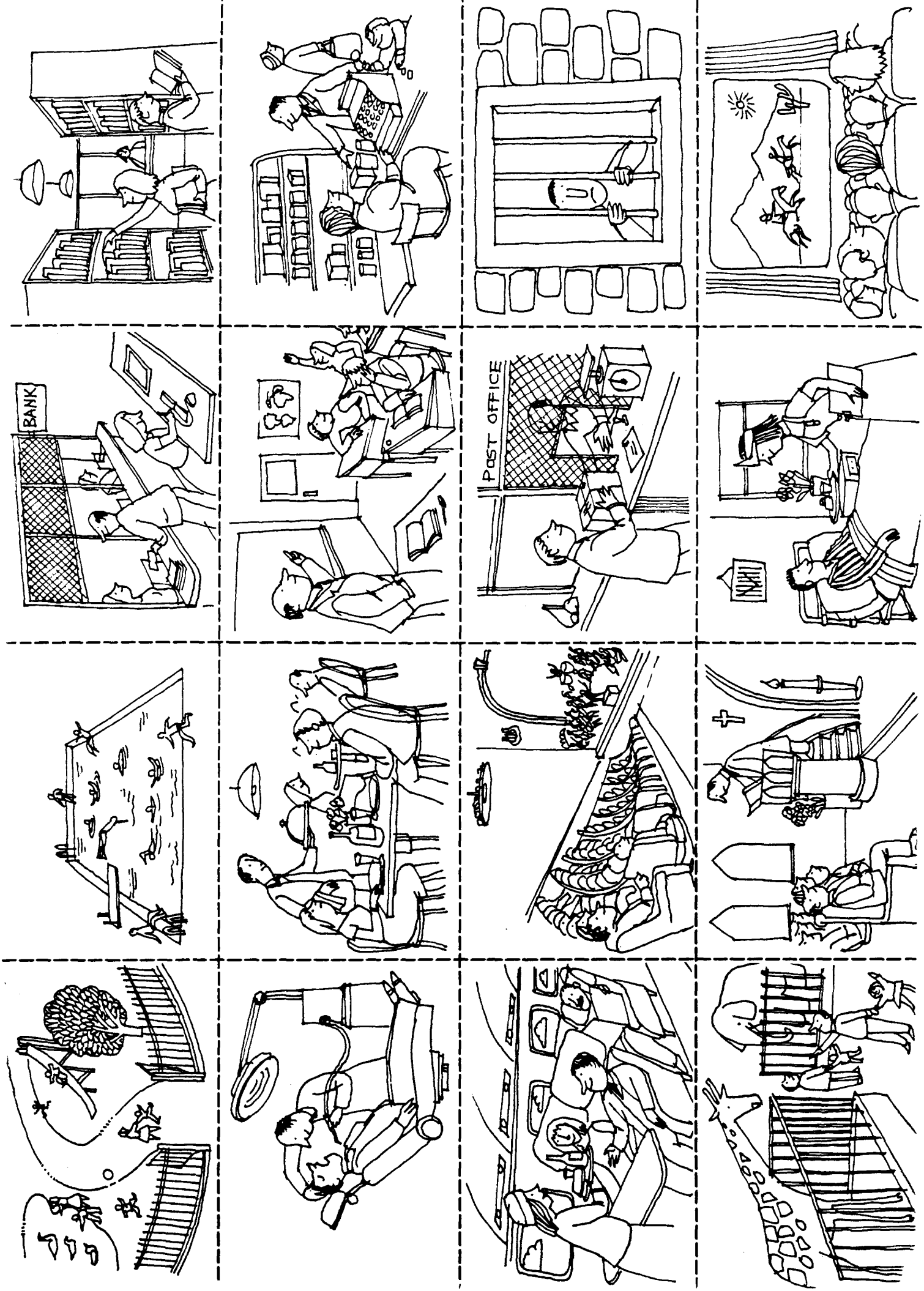


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31 WHERE AM I?

Elementary Communication Games, © J Hadfield 1984



32 LANDLADIES (Landlady cards)

Elementary Communication Games, © J Hadfield 1984

Rules
No animals
No alcohol in the house
No pictures on the walls

Rules
Tenants may not use the telephone or the kitchen

Rules
No smoking
Tenants may not use the telephone
Tenants must keep their rooms tidy

Rules
No record players or radios
No pictures on the walls
Tenants must keep their rooms tidy

Rules
No loud music
Tenants may not use the kitchen

Rules
No record players or radios
No visitors

Rules
No visitors
No animals in the house
Tenants must keep their rooms tidy

Rules
No animals
No record players or radios

Rules
No smoking
No visitors

Rules
Tenants may not use the kitchen
No visitors

32 LANDLADIES (Tenant cards)

Elementary Communication Games, © J Hadfield 1984

You want to:
play your records
use the kitchen
use the telephone
smoke
have visitors

You want to:
play your records
smoke
invite your friends round
bring your dog
put pictures on the walls

You want to:
play your records
use the kitchen
invite your friends round
bring your cat
put pictures on the walls

You want to:
use the kitchen
use the telephone
smoke
bring your cat
invite your friends round

You want to:
use the telephone
smoke
have visitors
bring your dog
put pictures on the walls

You want to:
use the kitchen
use the telephone
smoke
bring your cat
put pictures on the walls

You want to:
cook your own meals
put pictures on the walls
smoke
play your records
use the telephone

You want to:
use the kitchen
use the telephone
smoke
invite your friends round
put pictures on the walls

You want to:
play your records
use the kitchen
use the telephone
bring your cat
put pictures on the walls

You want to:
play your records
smoke
use the telephone
bring your canary
put pictures on the walls

Elementary Communication Games, © J Hadfield 1984



















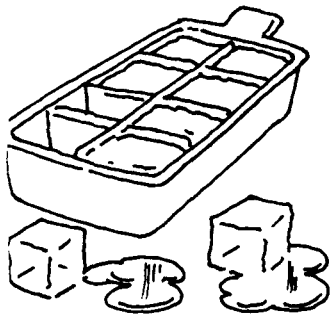


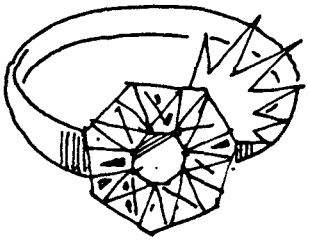


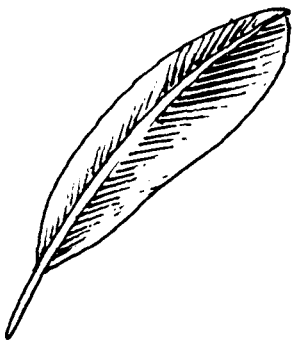


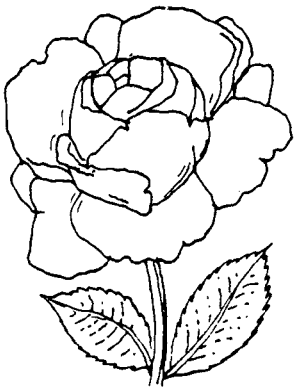
34 HOW DOES IT FEEL?

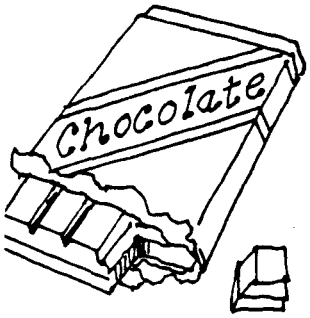
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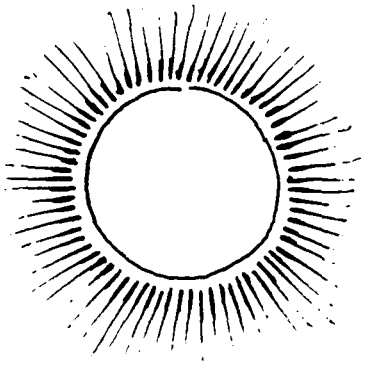


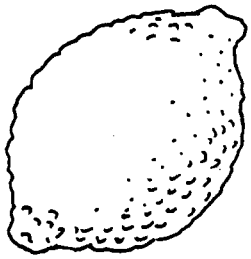


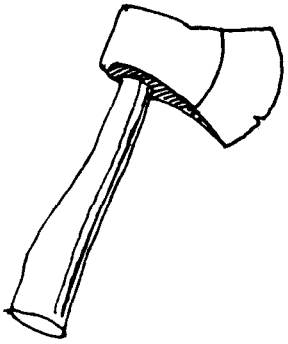


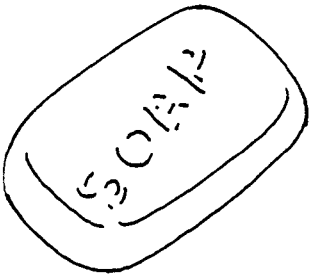


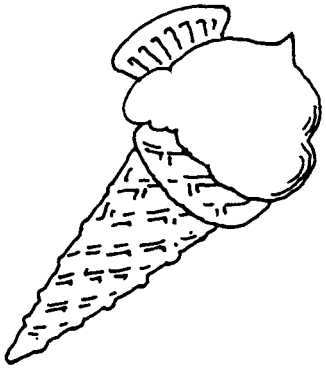


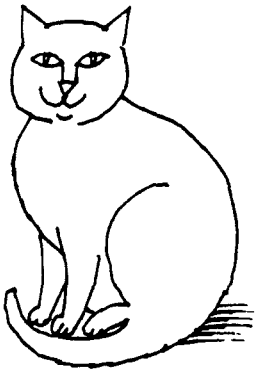




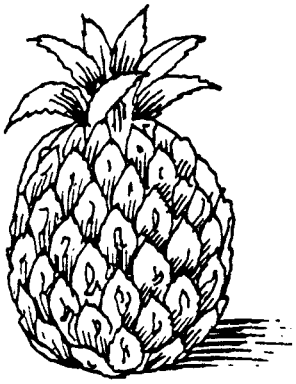


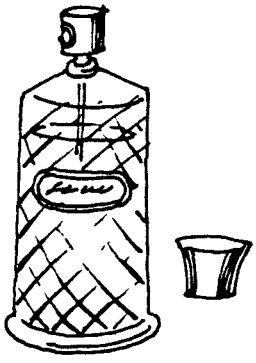


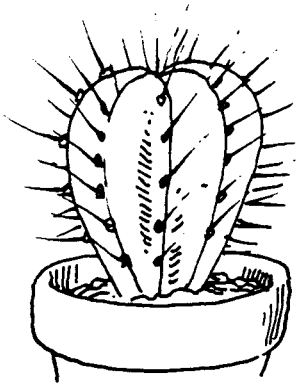








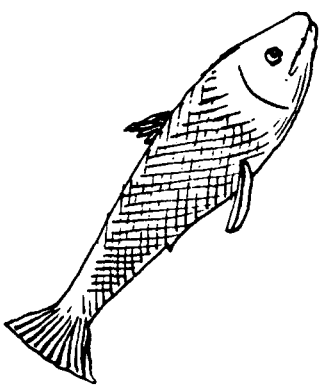


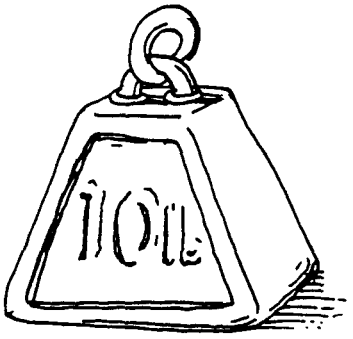












Elementary Communication Games, © J Hadfield 1984

1	2	3
4	5	6
7	8	9
10	11	12

35 OPINION POLL

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Elizabeth Taylor	*beautiful*
Robert Redford	*ugly*
Horror films	*frightening*
Television	*boring*
Smoking	*a bad habit*
Chinese food	*delicious*
Modern art	*rubbish*
Space exploration	*exciting*

Elizabeth Taylor	*pretty*
Robert Redford	*awful*
Horror films	*exciting*
Television	*boring*
Smoking	*a waste of money*
Chinese food	*delicious*
Modern art	*rubbish*
Space exploration	*wonderful*

Elizabeth Taylor	*attractive*
Robert Redford	*handsome*
Horror films	*exciting*
Television	*a waste of time*
Smoking	*enjoyable*
Chinese food	*horrible*
Modern art	*difficult*
Space exploration	*exciting*

Elizabeth Taylor	*awful*
Robert Redford	*a good actor*
Horror films	*frightening*
Television	*boring*
Smoking	*a bad habit*
Chinese food	*horrible*
Modern art	*difficult*
Space exploration	*a waste of money*

Elizabeth Taylor	*sexy*
Robert Redford	*nice*
Horror films	*silly*
Television	*interesting*
Smoking	*a waste of money*
Modern art	*rubbish*
Chinese food	*fantastic*
Space exploration	*wonderful*

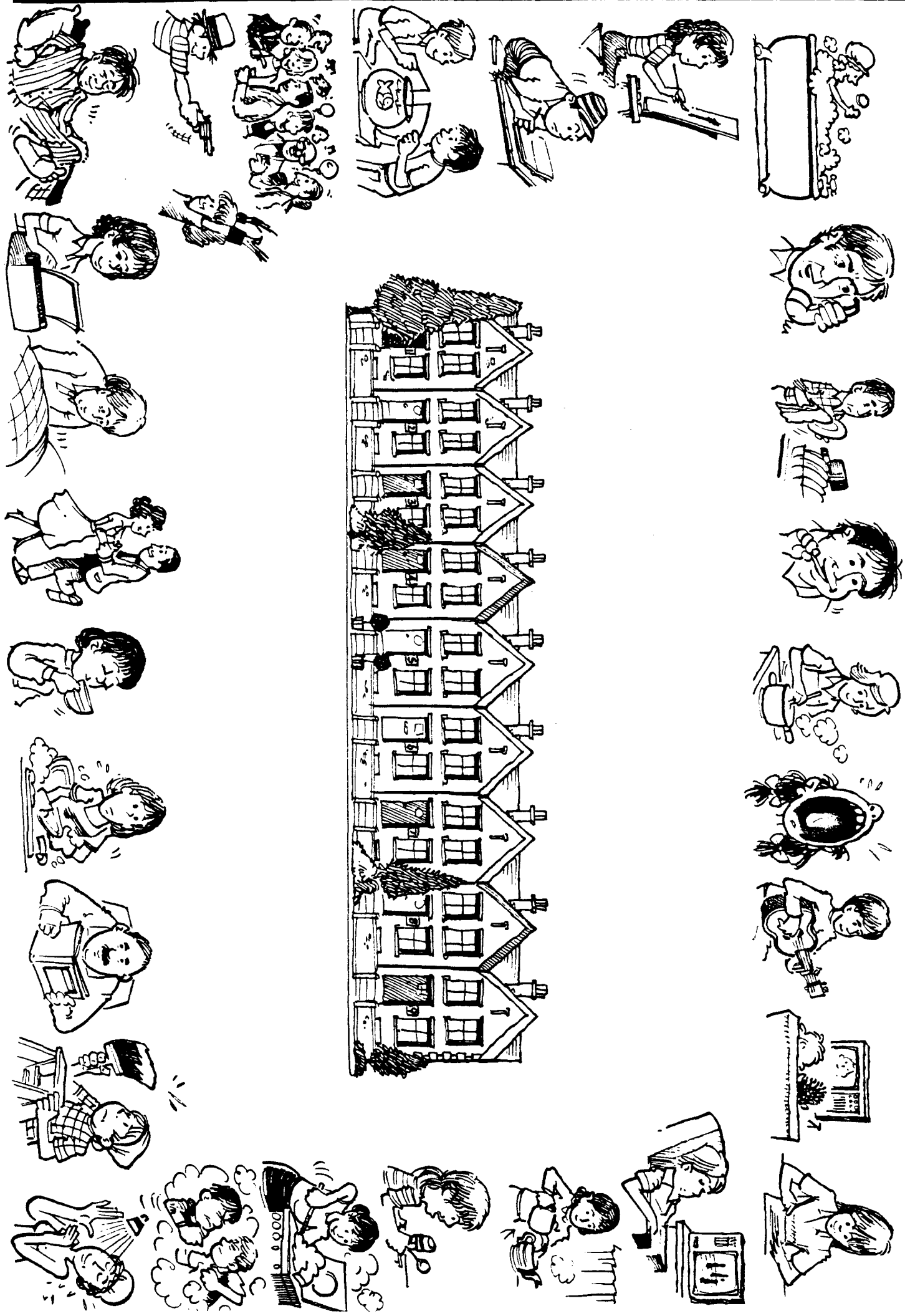
Elizabeth Taylor	*beautiful*
Robert Redford	*ugly*
Horror films	*frightening*
Television	*boring*
Smoking	*a bad habit*
Chinese food	*delicious*
Modern art	*interesting*
Space exploration	*a waste of money*

Elizabeth Taylor	*a good actress*
Robert Redford	*sexy*
Horror films	*boring*
Television	*a waste of time*
Smoking	*dangerous*
Chinese food	*delicious*
Modern art	*interesting*
Space exploration	*fantastic*

Elizabeth Taylor	*attractive*
Robert Redford	*handsome*
Horror films	*exciting*
Television	*a waste of time*
Smoking	*enjoyable*
Chinese food	*fantastic*
Modern art	*interesting*
Space exploration	*wonderful*

36 NOSY NEIGHBOURS

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36 NOSY NEIGHBOURS

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No 1

Four girls share a house at number 1.
They are all doing different things.
Sally is writing a letter in her bedroom.
Sue is eating an egg for tea.
Sarah is painting the living room.
Sandra is drinking tea in the kitchen.

No 2

The Smiths live at number 2.
Mr Smith is cleaning his teeth in the bathroom.
Mrs Smith is doing the washing in the kitchen.
Mrs Smith's mother is making the beds upstairs.

No 3

The Browns live at number 3.
Mrs Brown is having a shower.
Mr Brown is answering the phone.
The children are playing cowboys.

No 4

The Greens live at number 4.
Doris and Ken are dancing in the living room.
Two children are fishing in the dining room.
Two children are fighting in the kitchen.

No 6

The Blacks live at number 6.
John is playing the guitar in the living room.
Lynn is typing upstairs.
John's mother is making tea in the kitchen.

No 7

The Whites live at number 7.
Mr White is getting out of bed. (He works nights.)
Mrs White is cooking the supper.
The children are watching TV.

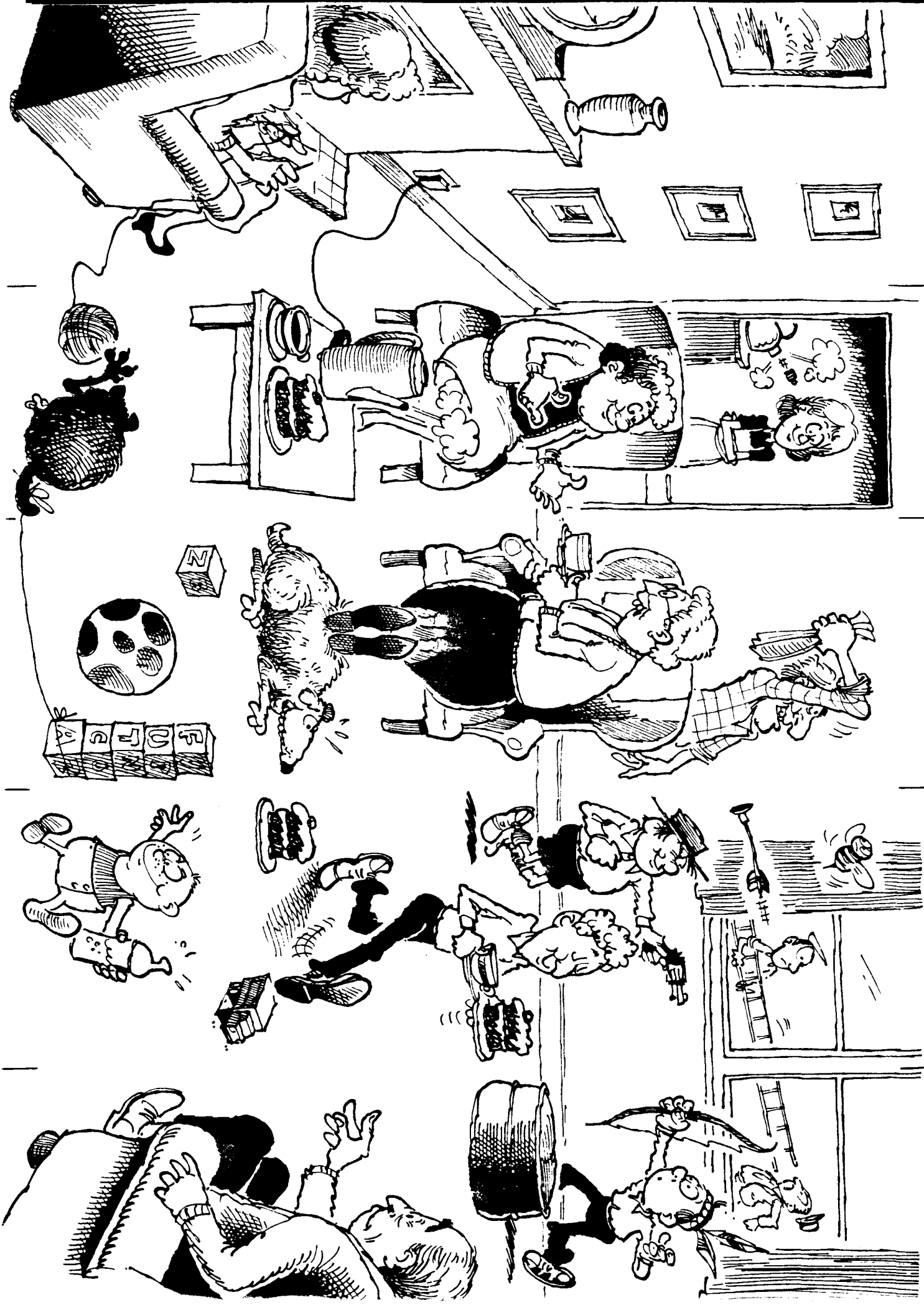
No 8

The Golds live at number 8.
Mr Gold is drying the dishes.
His mother-in-law is washing up.
His wife is sleeping in front of the television.
Their son is doing his homework and their daughter is crying.

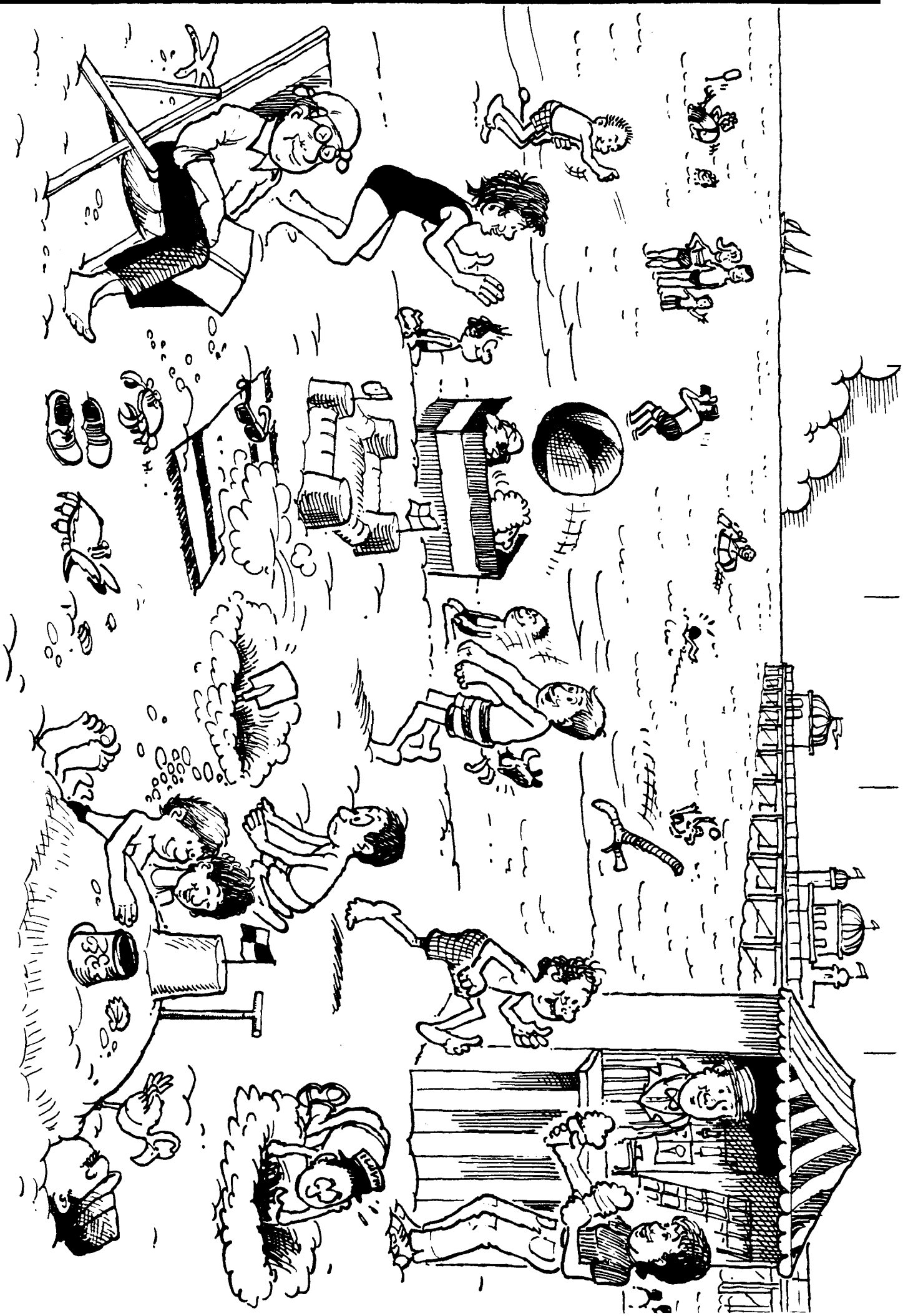
No 9

The Greys live at number 9.
Mrs Grey is having a bath.
Mr Grey is reading a book in the living room.
Their daughter is painting a picture.

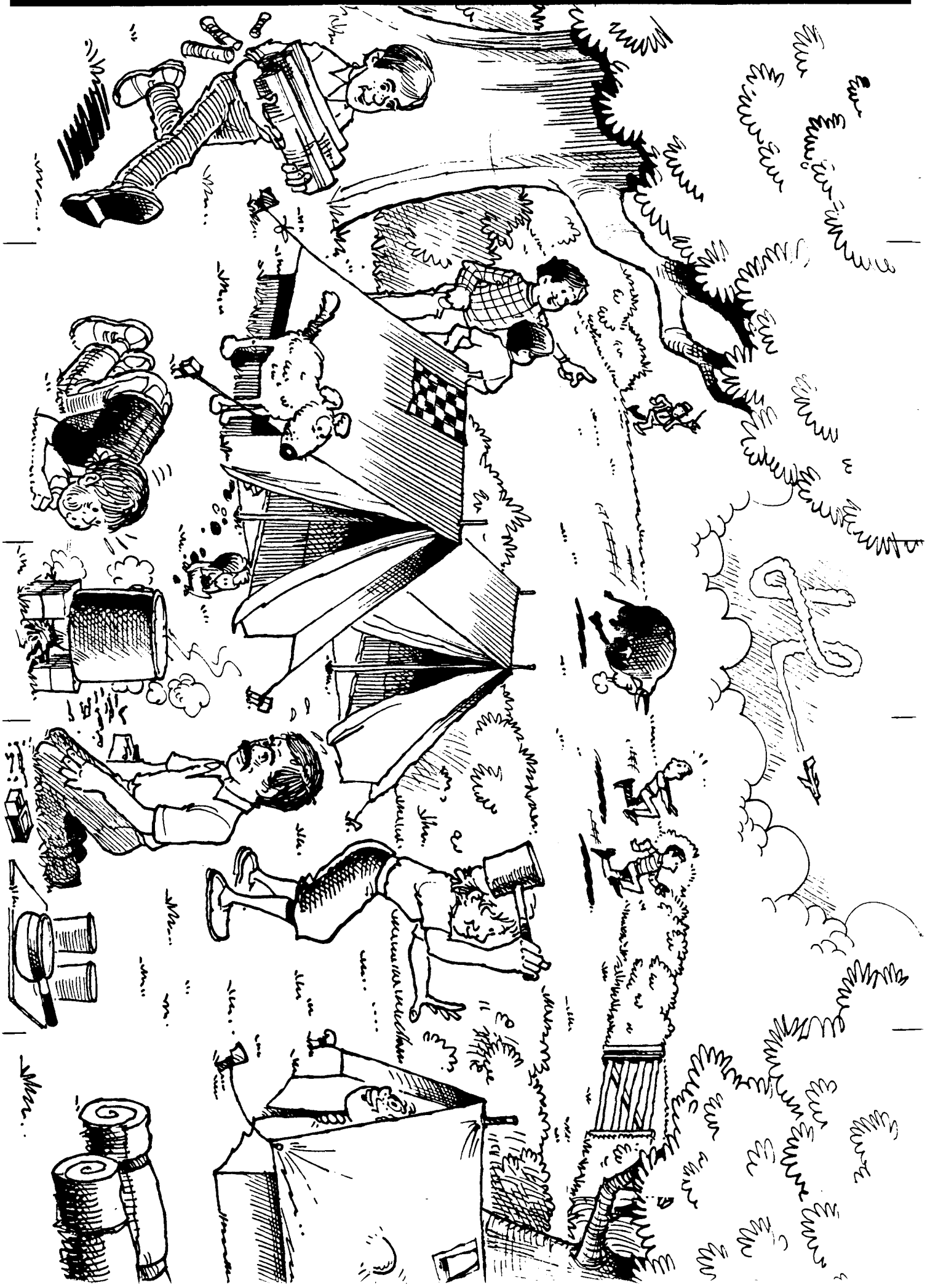
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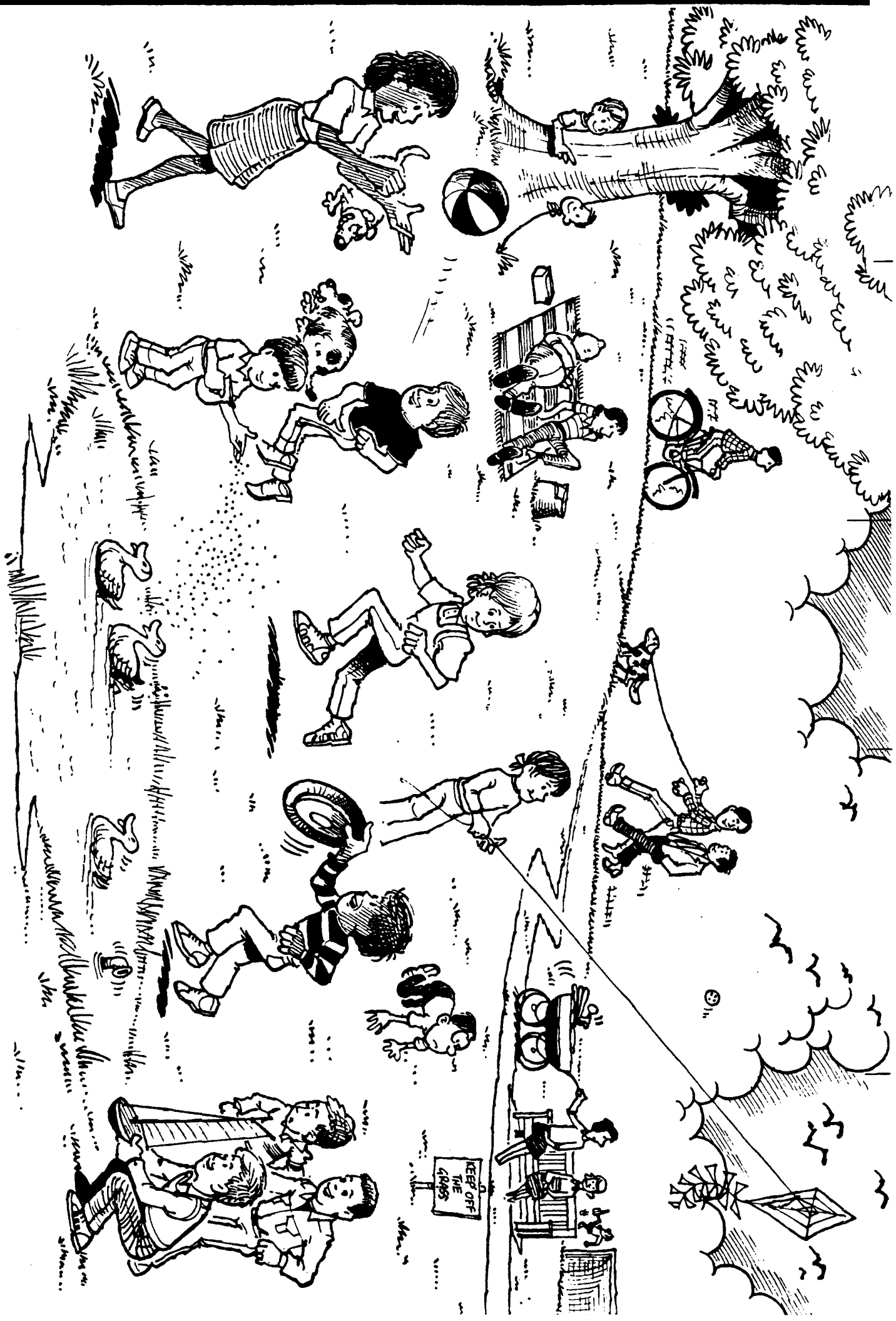
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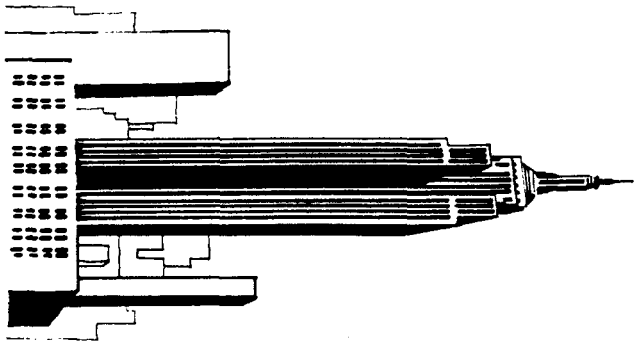


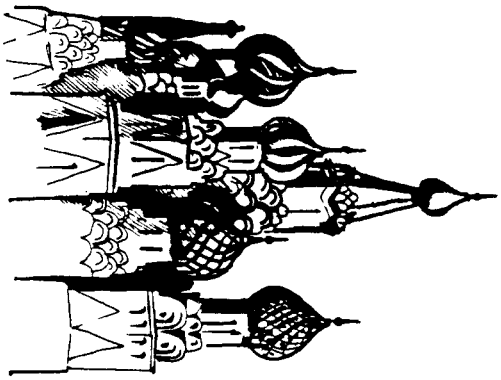
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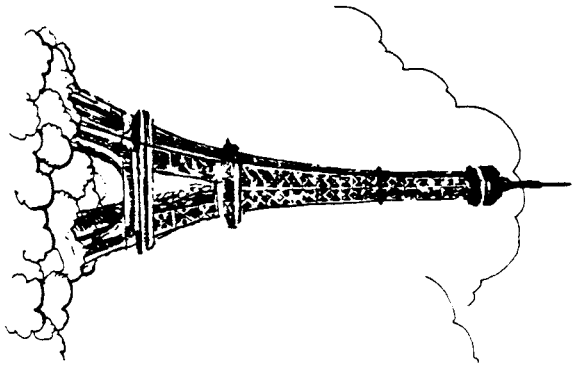


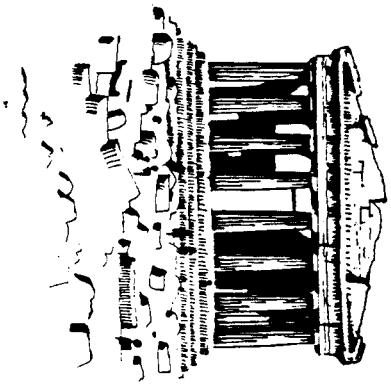
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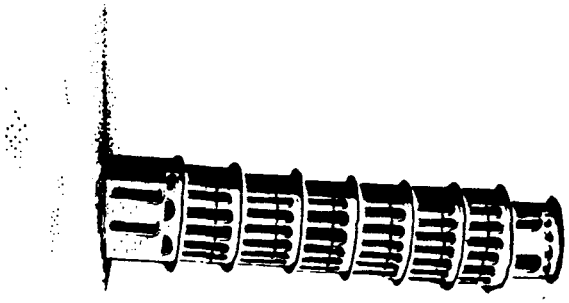


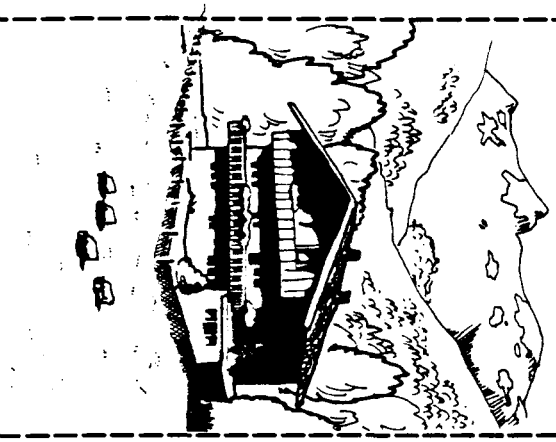


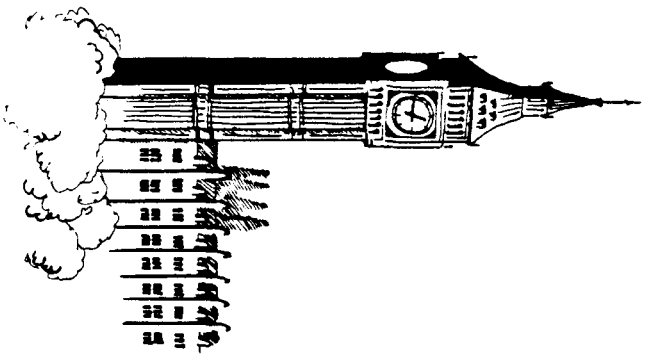




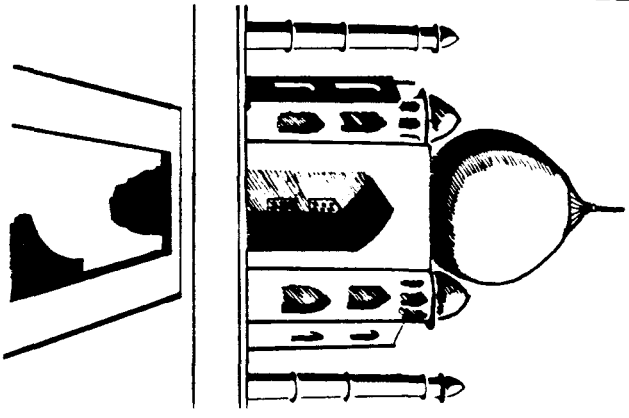












39 ROBERT'S BUSY DAY

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Friday, May 22

9.00 train to London
10.30
11.30
1.00
2.30
4.30
7.30
10.00

Friday, May 22

9.00
10.30 coffee with James
11.30
1.00
2.30
4.30
7.30
10.00

Friday, May 22

9.00
10.30
11.30 drink with Alan
1.00
2.30
4.30
7.30
10.00

Friday, May 22

9.00
10.30
11.30
1.00 lunch with Sue
2.30
4.30
7.30
10.00

Friday, May 22

9.00
10.30
11.30
1.00
2.30 bank manager
4.30
7.30
10.00

Friday, May 22

9.00
10.30
11.30
1.00
2.30
4.30 tea with Peter and Anna
7.30
10.00

Friday, May 22

9.00
10.30
11.30
1.00
2.30
4.30
7.30 Theatre. Meet Tom
10.00 at Red Lion.

Friday, May 22

9.00
10.30
11.30
1.00
2.30
4.30
7.30
10.00 train to Reading

40 CASANOVA'S DIARY

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1
Monday Art class 6.30
Tuesday drink (Red Lion) with Pat
Wednesday "Star Wars"
Thursday Folk Club (meet John outside 6pm)
Friday Tom's party with John
Saturday Tennis club dance
Sunday dinner with Alice + Pete 8pm

2
Monday guitar class 6pm
Tuesday Tim & Sue to dinner
Wednesday 6.30 meet John in 'Red Lion'
Thursday 6pm meet Jane at station
Friday Tom's party with John.
Saturday Tennis club dance
Sunday drink with Sally & Jane 'Black Horse' 7pm

3
Monday Dinner with Sarah
Tuesday Dinner at Luigi's with John
Wednesday Dentist 3p.m.
Thursday Drink with Mary – Red Lion 630
Friday Tom's Party – meet John 7.30
Saturday Drink with Sue
Sunday Folk club.

4
Monday 'Star Wars' – Meet John (Odeon foyer: 7pm)
Tuesday dinner with Pam
Wednesday cookery class 6.30pm
Thursday guitar class 6.30
Friday Tom's party with John.
Saturday Tennis club dance
Sunday Folk club

5
Monday Yoga 7.30
Tuesday Dinner with Mike
Wednesday Dentist 2.30
Thursday Guitar class 6.30
Friday Tom's party (with John)
Saturday Dazzler's Disco 8pm
Sunday Picnic

6
Monday Art class 6.30
Tuesday coffee evening
Wednesday doctors 2pm
Thursday Star Wars 7.30pm
Friday Tom's party with John
Saturday Bappers disco – meet John 8.30
Sunday drink with Anna ('Black Horse' – 7pm)

7
Monday meet Sue (Red Lion) 7pm
Tuesday Pottery class – 6.30
Wednesday Dentist 2pm
Thursday Guitar lesson 6.30
Friday Tom's party! (With John)
Saturday Tennis club dance
Sunday Dinner with John

8
Monday 'Star Wars' 7pm (Odeon Cinema)
Tuesday 'Luigis' 8pm
Wednesday Red Lion 6.30 pm.
Thursday 6pm – Folk club
Friday Tom's party
Saturday Bappers' disco 8.30
Sunday Dinner

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9
Monday Star Wars 7pm (Odeon Cinema)
Tuesday Luigi's 7pm
Wednesday drink with Mike Queens Head 7.30
Thursday 6pm meet Tony outside White Swan
Friday Tom's party
Saturday Dazzlers' disco
Sunday drink with Bill-Black Horse 6.30

10
Monday Star Wars – 7.30 (Odeon)
Tuesday Luigi's 8.30
Wednesday drink with Pete-Crown 9pm
Thursday 6pm meet Sarah outside Jones's
Friday Tom's party
Saturday Boppers disco
Sunday Folk club

11
Monday 'Star Wars' 730 (Odeon)
Tuesday Luigi's
Wednesday Meet Bob 'White Swan' 7.30
Thursday 6pm meet Tony outside White Swan
Friday Tom's party
Saturday Dazzlers disco 8pm
Sunday dinner with Mary and Clive

12
Monday Folk Concert
Tuesday Luigi's
Wednesday meet Tom Kings Head 6.30
Thursday 6pm meet David in Red Lion
Friday Tom's party
Saturday Boppers' disco 8.30
Sunday Star Wars 7.30 (Odeon)

13
Monday Dinner with Pat and Chris
Tuesday Luigi's 7p.m.
Wednesday 6.30 drink with Sue + Tony Kings Arms
Thursday 6pm meet chris at coach station
Friday Tom's party
Saturday Dazzlers disco 8 pm
Sunday Star wars (Odeon)

14
Monday dinner with Alex + Jeff
Tuesday Luigi's – 8 p.m.
Wednesday drink with Mary King's Head 6.30
Thursday meet Steve at station 6 pm.
Friday party
Saturday Dazzlers' disco 8 pm
Sunday Star Wars 7.30.

15
Monday Dinner with Mike + Sally
Tuesday Luigis 9 p.m.
Wednesday Drink with Sam Red Lion 6:
Thursday 6pm. meet Susie at station
Friday Tom's party
Saturday Disco 8 p m
Sunday Star Wars 7.30 pm

16
Monday Star Wars Odeon 7.30
Tuesday Luigi's – 8.30 pm
Wednesday Black Horse – 8 pm
Thursday 6pm meet Bob outside college
Friday Tom's party
Saturday disco 8 pm
Sunday dinner with Mary

40 CASANOVA'S DIARY (Questionnaire for future arrangements)

1 Find out the answers to these questions.
Ask other people if they are seeing John next week.

When is John going to the cinema?

Who is he going with?

Who is he taking to Luigi's restaurant on Tuesday?

What is he doing on Thursday?

Who is he meeting at 6 o'clock?

Who is going out for a drink with John on Wednesday?

Who is he taking to the party on Friday?

What is he doing on Sunday evening?

Who is he taking to the disco on Saturday?

2 Fill in John's diary for next week.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

3 Which student is John ?

4 What is happening on Friday?
Who is going to get a surprise?

40 CASANOVA'S DIARY (Questionnaire for past events)

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1 Find out the answers to these questions.
Ask other people if they saw John last week.

When did John go to the cinema?

Who did he go with?

Who did he take to Luigi's restaurant on Tuesday?

What did he do on Thursday?

Who did he meet at 6 o'clock?

Who went out for a drink with John on Wednesday?

Who did he take to the party on Friday?

What did he do on Sunday evening?

Who did he take to the disco on Saturday?

2 Fill in John's diary for last week:

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

3 Which student is John?

4 What happened on Friday? Who got a surprise?

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5

Time zones

RULES

1 Play this game in groups of three or four.
2 There are two sets of cards: *time cards* (with pictures) and *information cards* (with words).
3 Put the *time cards* face down in the middle of the table.
4 Take one *information card* each. If there are only three people in your group, put the fourth card on the table so everyone can see it.
5 Player 1 starts. Take a *time card* from the pile.
6 This card shows the time in one of the five towns. Tell the other players the time. Say, *It's . . . o'clock in . . .*
7 Then ask the time in the other towns. Ask the other players, *What's the time in . . .?*
8 Draw in the time on the clock faces.
9 Then it is the next player's turn.

7

Crossroads

RULES

1 Work in groups of three or four.
2 Take one plan of the shopping centre each.
3 Player 1 must begin. Say something about your plan, for example, *The post office is next to the chemist.*
4 The other players must fill in their plans. If you can't fill in your plan immediately, make a note of the information and wait. It will be useful later.
5 Then it is the next player's turn.

10

Shopping around

RULES

1 Play this game in groups of three or four.
2 Take one *shopping list* and one *price list* each.
3 You must find the cheapest place to buy each thing on your list.
4 Player 1 must start. Ask the others, *How much is/are . . .?* Find the cheapest place. Write the price down on your list.
5 Then it is the next player's turn. Go round the group.
6 At the end, add up the total. Who spent the most and the least on shopping?

17

Getting there on time

RULES

1 Work together in your groups.
2 Each take a card from the pile.
3 Read the card and go to the bus station, airport or railway station to ask about times. Ask,

				on . . . day		
Is there a	*bus / train / plane*	*to / from*	*. . .*	*in the*	*morning / afternoon / evening*	*?*

When does it	*leave / arrive*	*?*

4 When you have found the right answer, go back to your group and write the answer on the answer sheet.
5 Then take another card.

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28

Sunday afternoon

RULES

1 Play this game in groups of three or four.
2 There are two sets of cards; *role-cards* (A, B, C and D) and *situation cards* (1, 2, 3, 4, 5 and 6). Take one *role-card* each and place the *situation cards* (in order) in a pile in the middle of the table.
3 Imagine you are a family of three or four people. It is Sunday afternoon. You are all sitting at home and feeling bored. Read your *role-card*. There is a list of things *you would like to do* and things *you don't want to do*.
4 Now turn up *card number 1*. Read it.
5 Make suggestions of things to do. Use the ideas on your *role-card*.
6 When you all agree on something to do, turn up *card number 2*. Read that and . . .
7 . . . start again . . . .

30

Do me a favour

RULES

1 Deal eight cards to each player.
2 Put the rest of the cards face down in a pile in the middle.
3 Look at your cards. They have a question mark [?] or a tick [✓] in the corner. [✓] cards are *request cards*. [?] cards are *reply cards*. If you have two that match, throw them away.
4 Now begin the game.
5 Player number 1 chooses a [?] card and asks any other player to do what is shown on the card, for example, *Lili, can/could you open the door, please?*
6 If Lili has a corresponding [✓] card, she must give it to the first player and say, *Yes, of course* or *Sure*, or *OK*. The first player can then throw both cards away and have another turn.
7 If Lili hasn't got the right [✓] card, she must make an excuse and say, for example, *I'm sorry, I'm busy at the moment* or *Sorry, I can't, I'm going out.* Then the first player must pick up a card from the pile.
8 Then it is the second player's turn . . .
9 The first player to finish all of his/her cards is the winner.

33

Feelings

RULES

1 Play this game in pairs.
2 Sit facing each other across a table.
3 Put a book between you so that you cannot see what the other person is doing.
4 Player 1 must choose 12 pictures and arrange them in any order on the frame.
5 He/She must then describe the pictures to the other player. Say, *He looks angry* or *She looks sad*, etc.
6 Player 2 must arrange the pictures in the same order as player 1. You can ask questions, for example, *Does he look tired?* etc.

34

How does it feel?

RULES

1 Play this game in pairs.
2 Sit facing each other across a table.
3 Put a book between you so that you cannot see what the other person is doing.
4 Player 1 must choose 12 pictures and arrange them in any order on the frame.
5 Player 1 then describes the pictures to player 2. Do not say the names of the objects. Say, *It looks/feels/tastes/smells* . . . .
6 Player 2 must arrange the pictures in the same order. You can ask questions, for example, *What does it feel like? Does it taste sweet?*

Structural index

Note that the numbers refer to the games.

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what time 5, 17, 18
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when + did 40
when + do 17, 20, 21, 24, 25
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where + did 40
where + do 1, 2, 3, 12, 18, 23
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who
who + be 15
who + did 40
who + doing 40

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Note that this index deals with lexical areas, rather than specific items of vocabulary. The numbers refer to the games.

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