

About the book

Exam preparation is a challenging experience, which requires a lot of effort and considerable amount of time. Some courses last up to more than half a year. Another point is the difference in students' knowledge and skills necessary for this or that exam. Thus, teachers face various problems while lessons preparation: they should improve students' general knowledge of the language and/or different aspects of it, on the one hand. On the other hand, teachers should cover and train all the involved skills which can differ greatly from one exam to another. As the research shows, even people with high level of the language knowledge can hardly get top marks unless he/she has done preparatory work.

The aim of this book is to use games as one of the most useful and productive ways of teaching for exams. Games present an interesting activity of reaching a certain goal. There are several types of games. They can be played in the form of individual or group challenges. As a rule, time and the number of participants limit them. Each game in this book is created to train a particular skill or several of them. At the end of the book, you can find a structure list which clearly depicts the skills trained by games presented. Another advantage of using games is that they provide a friendly atmosphere and motivate students to consider exams as an interesting, although challenging, activity, rather than a stressful experience.

There are several benefits of this book which applies a new approach to exams preparation. All the materials used in the book have a similar level of difficulty presented in exams. However, at the same time, games can be practiced with students of all language levels. The book contains many skills integrated tasks, as well. And there is one more feature: games can be played during different parts of a lesson: either it is a warm-up, feedback or review of relevant vocabulary and grammar.

As for the structure of the book, it is divided into listening, reading, writing and speaking parts. Each part presents and trains the main skills required for exams. This is a useful way to practice and check students' capabilities.

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For several games the material was taken from free IELTS preparation resources and free resources of Federal Institute of Educational Measurements, Russia.

<https://ieltsforfree.com>

<http://www.fipi.ru>

LISTENING

Any examination both international and local aims at testing listening comprehension. The procedure is generally challenging and proves to be truly stressful. Students are exposed to the listening material just once, though in certain formats they are lucky to have a second chance to proof-listen or just to catch up on the missing assignments. The following chapter aims at integrating game aspects in the process of exam preparation to alleviate the stress and build positive conditioning to the listening section. Every skill necessary to succeed is worked out with the help of particular class games which are to supplement the conventional drilling and testing discussion.

Skill 1. One-time listening.

For some examinations it is required to listen to the information only once, for those with listening two times skill is still necessary as it allows time to checking.

Game: Guess who?

One-time listening skill, introduction or review of grammar and vocabulary

Type of activity

Small groups, memory game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of grammar and vocabulary.

Materials and preparation

Photocopy one set of cards for each game. Cut each worksheet into separate cards.

Explain that the aim of the game is to win cards by guessing the speaker correctly. The player to guess all the speakers is the winner.

How to use the game

Students play the game in turn. First one of the players is blindfold and others are offered a card from the pile, the students read the content of the cards and the blindfold player has to repeat everything said and name the player who uttered it. The objective is to retain the exact content and guess the speaker; it brings the blindfold 2 points. The game can be played in rival teams: a player from the rival team is blindfold and guesses the names of the opponents. The value of the game is in getting the students exposed to a single topic vocabulary, getting used to academic style and having fun as the teacher can make somewhat funny and weird sentences to relax the students.

Monitoring and feedback

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

Skill 2. Multiple-choice questions.

Donot choose an option just because you hear a word from it. Think about the whole meaning of what is said.

Game: Bang game

One-time listening skill, generalizing, vocabulary matching

Type of activity

Small groups, matching game, production, accuracy.

About 10 min.

Function practiced

Listening comprehension, phonetic training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one board for every student. Explain that the aim of the game is to win points by choosing the right option. The game comprises two stages.

How to use the game

First students take some time to make 5-10 sentences with some of the words in the list, number them and have them checked by the teacher. Then one by one the students read their sentences for their partner saying “Bang” instead the word from the list. The listening partner has to number the words in the order he/she hears them “banged”. The partners then compare the order.

Monitoring and feedback

The teacher is to offer feedback on the sentences made and explain the difference between the words confused. The teacher then compares the number of points and announces the winner.

Skill 3. Transformation in multiple-choice questions.

Sometimes in multiple-choice questions you have to complete a half sentence with one of the options. If you change the first half into a question it often makes it easier to choose the right answer.

Game: Ring the bell

One-time listening skill, factual information comprehension, content matching

Type of activity

Pair work, matching game, production, accuracy.

About 10-15 min.

Function practiced

Listening comprehension, phonetic training, factual information comprehension, introduction or general review of vocabulary.

Materials and preparation

Photocopy one board for every student. Explain that the aim of the game is to find as many matches as possible providing arguments for the decision. Bring a bell to signal the right match.

How to use the game

Students work in pairs. The preparatory stage implies that they make up questions from the statements on their cards, thinking about certain details (using active vocabulary). Then Student A reads 5 questions one by one specifying all information written. Student B has to recap what was reported in echo questions and suggest a match from his/her list. He/she should also provide arguments for the choice. If Student B fails to find a match within 60 seconds, Student A ticks the candidate and his/her point. If Student B offers the right match Student A rings a bell. The students change their roles and eventually count the number of right guesses.

Monitoring and feedback

The teacher is to monitor the way the information is presented and echo-questions are made. When the game is over the teacher may ask the students to present their matches with arguments and nominate for the most original/ beautiful/ contradicting/pragmatic couple with extra points given.

Skill 4. Option selection.

You will hear some reference to all the options in the list, but some of them will not be an appropriate answer to the question. Listen to everything the speaker says before you choose an answer, in order to be sure that you are selecting the correct options.

Game: Crazy stories

One-time listening skill, introduction or review of grammar and vocabulary

Type of activity

Small groups, matching game, production, accuracy.

About 25 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of grammar and vocabulary.

Materials and preparation

Photocopy one set of cards for each game for every team of 4 students. Cut each set into separate cards. Photocopy one Guess-list for every student for every game.

Explain that the aim of the game is to win cards by guessing correctly more endings than competitors.

How to use the game

Students get an ending for a funny story and they take time to write the beginning. Then all the students get the Guess-list of all the ending and by listening to their partners they have to identify which ending everyone was supposed to write for before the story finishes. The presenter is NOT supposed to read out the ending.

Monitoring and feedback

The game can be played as a warm-up every lesson and may integrate words, collocations under study. It can be employed to drill particular vocabulary or grammar structures. We suggest playing this game weekly; it develops writing and speaking skills a lot.

The worksheet contains more than four story endings.

Skill 5. Multiple choice.

The appropriate strategy for doing multiple choice questions is as follows. You may find it useful to cross out each option that you hear being eliminated. The options do not follow the order in which you hear them on the recording. So make sure that you read them all first and keep them all in mind as you answer the questions. To master this skill we offer the following game.

Game: Secret Phrase

One-time listening skill, introduction or review of vocabulary

Type of activity

Small groups, searching, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one maze board for each student and a story card for the reader in each team. Explain that the aim of the game is to be the first to go through the maze by crossing out the phrase you hear.

How to use the game

The game can be played between the teacher and a student or between students with identical maze sheets competing in their goal to get through the maze. The teacher or one of the students (the Reader) reads out the story only once in an appropriate tempo for the students. The players need to find a way through the maze by moving horizontally, vertically or diagonally from square to square. The objective of the game is to identify on which square you begin and on which square you finish. All the squares are similar, but not fitting should be crossed out.

Monitoring and feedback

The game can be played as a warm-up to drill particular vocabulary or grammar structures. The content can be substituted with the lexis under study. Therefore we are offering a blank definition clues sheet and the maze board; they can be filled with the material under study by the teacher or students as a home assignment. The Start is B, the Exit is D.

Skill 6. Matching.

The words that you hear that give you the right answer may not be the same as the words on the page. On the other hand, you may hear the exact word from one of the options, but this does not necessarily mean that it is the right answer. To train the skill of accurate identification of the correct option we offer the following game.

Game: Definitions exchange

One-time listening skill, introduction or review of vocabulary

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 25 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one board for each student and use each block for a separate game.

Explain that the aim of the game is to be the first to match the definitions read out by the partner with the given units.

How to use the game

The game can be played between the teacher and a student or between students competing in their goal to guess more words than the opponent. Students get the list of synonymous words which they need to define and write down the definitions in their pads. For a weaker group the teacher may provide dictionaries.

When they are ready they in turn read out definitions for the vocabulary units and their rival has to write down the number of the unit he/she thinks is being defined. Then they compare the lists and count correct matches. Cards can be compiled with any synonymous rows under study.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary. The content can be substituted with the lexis under study.

Skill 7. Map labelling

It is very important to locate yourself in the right place.

Game: Where am I?

One-time listening skill, introduction or review of vocabulary and structures of directions

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one map for each student; there are two maps for two games.

Explain that the aim of the game is to be the first to locate the destination on the map; every dialogue is to be timed to see which student took it shorter to locate the destination.

How to use the game

The game can be played between the teacher and a student or between students competing in their goal to locate more places than the opponent. In bigger groups students work in groups of three: 2 students do the talking and the third monitors the time. Before the game the students mark 5 locations to describe to the partner. Students in turn describe their location using active vocabulary: *on the right/ left, opposite, behind*. With more confident students it is advisable to define landmarks rather than name them, e.g. *I'm right in front of the public entertaining place where you can watch some plays or performances* (theatre). With weaker students exact quarters can be indicated. E.g. *I'm in/next to/between Q3B*.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher times the speakers and identifies the winner.

Skill 8. Map labelling vocabulary

It is very important to focus on what is a specific place rather than where something is. It is unlikely that the options will be referred to in exactly the same way as they are listed in the assignment. So students have to think in advance about how the recording might refer to the options.

Game: What is it?

One-time listening skill, introduction or review of vocabulary and structures of directions

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one map for each student.

Explain that the aim of the game is to be the first to locate the destinations on the map; every dialogue is to be timed to see which student took it shorter to locate the destination.

How to use the game

As a home assignment the students are supposed to pin 3-5 landmarks on the map and make some researching about some interesting facts about these places. In the classroom the Student A describes his/her route to Student B or a group of students (who also have the same maps), the landmarks are not directly named though. The objective of the game is to trace the route described in the most accurate way. With more confident students it is advisable to introduce self-correction, e.g. *I'm right in front of the Queen's residence, oh no, I seem to be behind it.*

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher times the speakers and identifies the winner.

Skill 9. Matching factual data

Sometimes the correct option in listening may include all factual information mentioned. So students need to make sure that they hear all the information before they make a decision.

Game: How often?

One-time listening skill, introduction or review of vocabulary and structures of directions

Type of activity

Pair work, matching game, drilling and production, accuracy.

About 10 min per game

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one game board for each pair of students; there are 4 games to play, cut the board in 2 parts for Student A and Student B. The teacher can vary the contents following the topics the group is studying.

Explain that the aim of the game is to identify the biggest amount of the factual information the partner is giving.

How to use the game

Students work in pairs. First they have 3 minutes to tick 2 options on their board that are to be correct and think about the way to present the factual information. Then Student A asks questions about the activity he/she has on the card, with question starters given. Student B has to mention all the options from his/her card in the way that the correct

answer is signaled but not evident. Student A guesses the right answer. Then they swap. The winner is the one having guessed the biggest amount of options.

e.g. Student A: *How often do you do karate?*

Student B: *Actually I practice it daily with my Monday and Wednesday classes starting at 7 and Thursdays and Tuesdays I practice in the morning. Though recently I've got a more flexible schedule.*

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher then may ask for the feedback to practice Reported Speech structures or third person singular form.

Skill 10. Note completion

Students need to listen for words that indicate the structure of the talk (words like "first", "next", "finally", etc.) as these will help to guide you through the notes on their pages.

Game: Back to Back

One-time listening skill, sequencing of idea, logical development of narration

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, production.

Materials and preparation

Photocopy one flow chart for each student.

Explain that the aim of the game is to make the most accurate drawing matching to the original. The teacher prints the blank flow chart for the students first draw their own picture story or process description and fill in the linkers they want in the boxes. Before the game the teacher can illustrate the activity by showing sample process diagrams for inspiration or with a weaker class ask the students visualize the same processes with their own linkers and pictures. The linkers can be printed out for each pair of students or just written out on the board. Alternatively the teacher can ask the students first to write on the board as many linkers as they remember.

How to use the game

Students sit back to back and Student A describes the process on his/her flowchart to Student B using the linkers indicated for each stage of the process. When the first drawing is ready Student B starts the description for Student A to draw. The drawing students are free to ask questions.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension.

Linkers

consequently
meanwhile
in addition
furthermore
above all
moreover
apart from
similarly

unlike
otherwise
therefore
finally
as well as
however
except
to sum up

such as
although
in particular
subsequently
on the other hand
so
what's more
nevertheless

Skill 11. Form completion

Students need to be totally familiar with the names of the letters in English and the sounds, which often cause confusion. They are often asked to write down words that are spelled out, reference numbers and postcodes often include both letters and numbers and these are often tested in form completion tasks.

Game: Who is who?

One-time listening skill, introduction or review of vocabulary and drilling factual information

Type of activity

Small groups or pair work, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary, factual information practice, comprehension of numerals and words confused.

Materials and preparation

Photocopy one receptionist's card and visitor's card for each student; there may be 5 rounds for pair work, six cards secure even number of roles.

Explain that the aim of the game is to be the most accurate to fill out the receptionist's card.

How to use the game

Students work in pairs. One student is a receptionist and has to register a visitor by filling out a blank. The other student needs to answer with the data from the card. After the blank is completed the students swap roles. It is also advantageous to introduce questions to clear up something and self-correction elements. The winner is the one who fills out the blank in the most accurate way.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension.

Skill 12. Table completion

Students need to listen really carefully because the recording may include information that could fit in the gap but it is not the correct answer.

Game: What happened?

One-time listening skill, introduction or review of vocabulary and grammar structures

Type of activity

Pair work or small groups, matching game, drilling and production, accuracy.

About 20 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one table grid and set of cards for each student.

Explain that the aim of the game is to be the most accurate in matching details of the partner's story.

How to use the game

Students work in pairs/ small groups. They both get a table grid and a set of cards each. First, allow the students some time to arrange the cards in the grid, make a story based on the cards order and give this story a name. Student A starts by telling his/her story and Student B (and C, D) while listening arrange the pictures on their grid following it. The objective of the game is to correctly locate the key boxes marked with who, when, where, how much, how, etc. Every correct box on the grid brings the student one point, whereas the key boxes bring two points. Then students swap the roles and Student B presents his/her story.

Monitoring and feedback

The teacher can ask for the feedback on the game in the way of retelling the partner's stories.

Skill 13. Sentence completion

Students need to be careful with what they write fitting with the other words in the sentences and being spelled correctly.

Game: Spelling Challenge?

Introduction or review of vocabulary

Type of activity

Small groups or pair work, gap-filling game, drilling and production, accuracy.

About 15 min.

Function practiced

Phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one board for each student.

Explain that the aim of the game is to be the first to fill out the gaps.

How to use the game

Students work in pairs. They both get a list of words with missing letters. The objective of the game is to be the first and most accurate in filling in the gaps. Another variant of rules is to set the time limit and count who has got more words completed correctly within the time limit.

Monitoring and feedback

The game can be played as a phonetic review by way of reading out the filled words by Student A and providing synonyms by Student B.

Game: Teacher Knows Better

One-time listening skill, introduction or review of vocabulary and grammar structures

Type of activity

Pair work, mistakes correcting game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one assignment card for each student.

Explain that the aim of the game is to be the first and most accurate in correcting mistakes.

How to use the game

Variant 1. Students work in pairs. They both get a list of sentences with mistakes in each of them. The objective of the game is to be the first and most accurate in finding and correcting the mistakes. Upon finishing correcting the students read out and compare the corrected variants without showing their cards to each other.

Variant 2. Another variant of rules is to set the time limit and count who has got more sentences corrected within the time limit.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and grammar as well as to practice listening comprehension.

Clues:

1. An important part of my life have been the people **who** stood by me.
2. **Research was** conducted.
3. **Furthermore**, the chance of getting a response is high.
4. The **number** of problems may change.
5. Both economic and **political** factors were considered.
6. The authors were **especially** interested in language learning.
7. Northern cities **such as** Oslo and Helsinki have long, dark winters.
8. Although the **child's** behavior was aggressive, her parents' attitude was very relaxed.
9. The ages ranged from 18 **to** 24.
10. The author outlined the theories and **principles** that arose from the study.

Skill 14. Short answer questions

Students will hear the exact word or words they need; they donot need to change the words in any way.

Game: A Cat in the Hat

One-time listening skill, introduction or review of vocabulary

Type of activity

Pair work, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one sentence board for each student; the set of cards is to be photocopied, cut and shuffled in a hat. The game can be played in two rounds.

Explain that the aim of the game is to be the first to fill out all the sentences on the sentence board.

How to use the game

Students work in pairs. They both get a list of sentences with gaps to fill in each of them. Students in turn draw a card with a word from a hat, read it out once. The objective of the game is to be the first and most accurate in finding the right option.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher can assign this game as a testing exercise.

Skill 15. Only relevant information

While answering short-answer questions and completing summaries students do not need more words than they are asked for, otherwise they will automatically lose marks for writing too many words.

Game: Odd ones out

One-time listening skill, summarizing

Type of activity

Pair work, matching game.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, summarizing.

Materials and preparation

Photocopy a relevant card for each student; there are two games on each card.

Explain that the aim of the game is to score more points than the partner.

How to use the game

Students work in pairs. Student A reads out the text while Student B crosses out words in the summary that are excessive. They then swap the roles. The objective of the game is to score more points than the partner. After both of the students have coped with the assignment, the teacher helps in checking the results. For each correct answer the student gets one point.

Monitoring and feedback

The game can be played as a warm up for a listening or reading class. The teacher can ask the students to discuss the answers in pairs and provide explanation for their choice of the odd information before announcing the keys.

Keys:

Basic Advice for an Interview:

- 1) time (management) skills
- 2) discussion
- 3) products
- 4) goals
- 5) Higher salary
- 6) employers
- 7) bored

Skill 16. Summary meaning

While completing the summary students need to make sure their answers fit grammatically as well as reflect the meaning of what they hear. It is helpful to read the whole summary before the recording starts.

Game: It makes sense!

One-time listening skill, practicing cohesion and coherence

Type of activity

Small groups, story-telling game, drilling and production, accuracy.

About 25 min.

Function practiced

Listening comprehension, phonetic and memory training, story telling


Materials and preparation

Photocopy one worksheet with questions for each student.

Explain that the aim of the game is to be the first to make a meaningful story based on the set of questions.

How to use the game

Students work in teams of 3 or 4. They get an assignment card each and follow the instructions. After they finish writing, the teacher cuts off the parts of the stories along the

dotted lines  -----, shuffles the pieces and divides equally among the students. The students then have some time (5-10 minutes) to think over how to make up a meaningful story out of the cards they got. They are free to add any information they need but cannot change anything in the cards they got. Then they present their stories and the most sensible and meaningful wins.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension.

Skill 17. Flow-chart content anticipation

Students may think they can guess the answer from their own knowledge, but it is what the speaker says that is important and this can be different from what they might expect.

Game: Can you do it?

One-time listening skill, introduction or review of vocabulary and grammar structures

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 20 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one HOW TO card for each student.

Explain that the aim of the game is to give round-about and not evident instructions to remain the last one to guess.

How to use the game

Students work in pairs or teams. First they need to think of a process to describe, e.g. *how to make a paper airplane, how to park a car, how to apply for a job*, etc. They get a flow chart grid each and fill it out describing this process. They should not describe the process in too direct and evident terms as the aim of the game is to remain the last whose process is not guessed. When everybody is ready the students in turn describe their processes and the listeners try to guess what exactly is being described. The person whose process is too long to guess is the winner.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher times the speakers and identifies the winner.

Game: What else?

One-time listening skill, introduction or review of vocabulary and grammar structures

Type of activity

Small groups, matching game, drilling and production, accuracy.
About 20 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one HOW TO card for each student.

Explain that the aim of the game is to describe a process leaving out an important stage to be guessed.

How to use the game

Rules: Students work in pairs or teams. First they need to think of a process to describe, e.g. *how to make a paper airplane*, *how to park a car*, *how to apply for a job*, etc. They get a flow chart grid each and fill it out describing this process. The aim of the game is to leave out one block of the flow-chart so that the listener/s could guess which part of the process remained undescribed. The students just leave the necessary block blank; they may describe it in their notebooks though. When everybody is ready the students in turn describe their processes and the listeners try to guess what is missing. The person whose process is the longest to discuss is the winner.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher times the speakers and identifies the winner.

Skill 18. Flow-chart completion

Students need to listen carefully to the introduction as well as read the assignment before the listening to get useful information about the situation, the speakers and the topic of discussion.

Game: What are you talking about?

One-time listening skill, introduction or review of vocabulary.

Type of activity

Small groups, matching game, drilling, accuracy.
About 10 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one board for each student.

Explain that the aim of the game is to be either the fastest one or the one scoring more points (1 point for every correct guess) depending on the teacher's objectives.

How to use the game

Students work in pairs or teams. They get a blank with several words, phrases or structures, e.g. *position of responsibility*, *skills*, *submit a form*, *covering letter*, etc. After the time is set by the teacher the students start competing for time and guess the topics related to the given vocabulary (e.g. *job application*). The winner is either the fastest one or the one scoring more points (1 point for every correct guess)

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher times the speakers and identifies the winner.

Keys:

Vocabulary	Topic
input, resources, corpus, code, stumbling block, spine, periodical, card, on load, shelf	library
enhance performance, endurance, foul shot, doping, strength, counterpart, compete	sport
launch, retail, image, competition, recognition, upmarket, smart, loyal, concept	fashion business, brand
prey, imitate, species, habitat, livestock, grain, sanctuary, migration	animals
versatility, corrosion, efficient, sustainable, incinerate, disposal, garbage, contamination	recycling
culture, steel band, note, drums, record, pipe, solo	music
explore, obsolete, appliance, orbit, flyby, mission, track, debris, crater, axis	space
non-stick pan, counter, crockery, recipe, bowl, cupboard, chopsticks, can, cutlery	cooking, food
elated, gloomy, sorrowful, carefree, rapture,	mood, feeling
tolerant, conscientious, indecisive, disciplined,	personal qualities
urban, outskirts, infrastructure, skyscraper, habitable, lanes, agglomeration	city
marsh, estuary, glacier, headland, spit, bay, fertile, falls, cliff, gulf	nature, geography

Skill 19. Synonyms focus

When students read questions, they may find it helpful to think of words to listen for which have a similar meaning.

Game: Synonym bingo

One-time listening skill, introduction or review of vocabulary

Type of activity

Small groups, matching game, drilling and production, accuracy.

About 10 min.

Function practiced

Listening comprehension, phonetic and memory training, introduction or general review of vocabulary.

Materials and preparation

Photocopy one bingo card for each student and one assignment list for the speaker.

Explain that the aim of the game is to be the first to cross out all of the synonyms on the bingo card.

How to use the game

Students work in teams of minimum 3 people (the speaker and two players) or maximum 5 players. They get a Bingo card with several words and phrases. The teacher or one of the students reads out vocabulary units from the assignment card, the players have to quickly cross out the synonymous ones on their Bingo cards. The person who crosses out all of the synonyms on his/her card first wins. With less confident groups the game can be played until the first student crosses all synonyms in a line or column.

Monitoring and feedback

The game can be played as a review or to drill particular vocabulary and listening comprehension. The teacher can modify the rules, i.e. the first student who crosses all synonyms in a line or column wins.

Keys

to offer = to propose
to evaluate = to assess
to forecast = to predict
to believe, suggest = to assume
to shout angrily = to rave
to burn flesh = to scald
run with short steps = to scamper
to walk unsteadily = to stagger
to shine strongly = to blaze
to repeat aloud = to recite
to shine like a diamond = to glitter
to walk with effort = to trudge
to fall like waterfall = to cascade
to burn to ashes = to cremate
to sleep lightly = to doze
to kill as a punishment = to execute
to throw with no aim = to fling
to take a look = to glance
to give light = to glow

Skill 20. Key words focus

It is useful to underline key words in the question to help the students focus on the words or similar words to listen for.

Game: That's the key info!

One-time listening skill, discussion skills

Type of activity

Pair work, matching game, drilling and production, accuracy.

About 15 min.

Function practiced

Listening comprehension, phonetic and memory training, discussion work

Materials and preparation

Photocopy one Key Words card for each student; also photocopy one Answer Card for each student to hand out later.

Explain that the aim of the game is to provide the argument matching the one in the answer card.

How to use the game

Students work in pairs or teams. They get a card with key words underlined. The teacher asks them to come up with explanation on why these words were highlighted as key ones. In 3 minutes the students share their views, the students providing explanation closest to the one in the answer card wins. This can be used as a regular activity in class when attempting this question type. The keyword the student selects may not turn out to be the correct one but at least the student is focusing on the task.

Monitoring and feedback

A useful addition to this activity is to compare what the student perceived to be the keyword before reading the text or listening and what the keyword turned out to be after having read or listened to the text.

READING

Reading is one of the most challenging parts of any international exam. It requires deep and thorough knowledge of a language as well as certain abilities and skills. A student should be able to paraphrase, summarize and identify the necessary information. Tasks of the reading part are aimed to show the ability of a student to grasp different types of content, understand main ideas and use them in various ways. The knowledge of grammar structures and logical and analytical thinking are checked as well. On the other hand, a student is limited in time, and it becomes crucial to train different techniques, become aware of and practice all typical tasks while preparing. The following exercises in the form of a game are devoted to the development of skills necessary to make sure that a student is familiar with the exam format and is ready to pass it getting the highest results.

Skill 1. Multiple choice.

This skill shows the ability of a student to paraphrase and find as many synonyms as possible to different words, phrases and sentences. Tasks, involving this skill, are to check students' vocabulary knowledge and logical thinking.

Game: In other words

Paraphrasing skill and vocabulary review, logical thinking

Type of activity

Small groups and medium groups, vocabulary and paraphrasing game, accuracy.
About 7-10 min.

Function practiced

Enlarging and activating vocabulary, memory training and paraphrasing.

Materials and preparation

Photocopy one set of words, phrases or sentences for each game for every team. Cut each worksheet vertically so that every player gets about four cards. It is better to use sand watches or a timer in case of using sentences cards.

Explain that the aim of the game is to win cards by saying the last synonyms possible for each item.

How to use the game

Students should be divided into teams of three to five. One of the players reads the word or a phrase aloud. The others are to provide as many synonyms as possible. The player, who says the last synonyms, collects the card and wins. In case of playing with sentences cards students, after hearing the sentence, are to be given about a minute to make up and write down some variants. The student, who reads out the sentence, monitors the time with the help of a timer or sand watches.

Monitoring and feedback

The teacher is to offer the same cards for each member of each team. After the game, the teacher takes the winner's piles of cards and all the class is to say the synonyms again. The game is for almost any part of a lesson: either to revise, check or integrate some material into speech.

Конец ознакомительного фрагмента.

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