

# 24 EASY GAMES FOR ADULT ENGLISH STUDENTS

(No Technology Needed)

A Booklet by Andrew D. Miles

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These activities have three things in common. They are classics, so experienced teachers will know most of them. They're also easy to use and to bring into class. Thirdly, they don't need any electronic gadget—apart from a copier (if you want to skip the trouble of drawing a few pictures yourself). In other words, a set of simple games that can be played without a phone, a computer or any tool other than pen and paper. By the way, no AI means were used to write this booklet, which you can probably tell by looking at the home-made images!

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**ANDYMILES**

# 1 GUESS WHICH PICTURE

To be & there is / there are  
A1

- Draw or copy as many pictures as students you have. Images should be of the same subject, as in the example below.
- Stick all the pictures on a sheet of paper and get a copy.
- Cut out one picture and hand it to a student. Show the original copy with all the pictures to the rest of the class.
- The class will now ask questions such as "Is there a tree near your house?" or "Is it modern?" until they guess the right picture.



## 2 INVENTION GAME

Practise past participles  
A2 to B1

- Write a sentence with a gap instead of a past participle on the whiteboard, such as "I've \_\_\_\_ the dialogue".
- Set a time limit and tell student to write as many examples as they can using that basic structure in combination with different past participles, such as "I've read / seen / the dialogue".
- Get the pupils to read out their sentences in turns.
- Repeated verbs should be crossed off, and one point given for each correct, unrepeated answer. The student with most points is the winner.

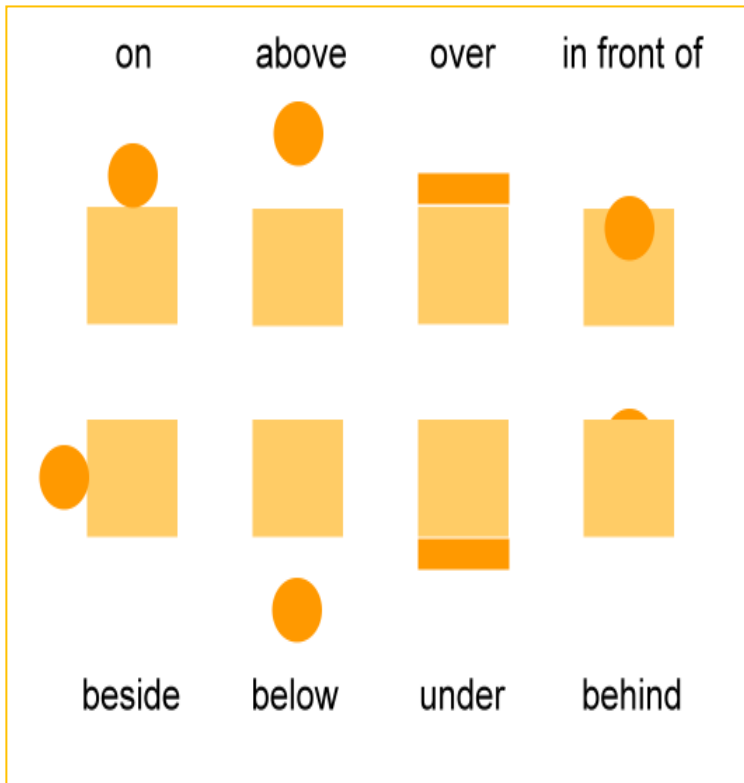
## 3 MISCELLANEOUS MEMORY

Practise verbs  
A1

- Give students a sentence written on a piece of paper, such as "He watched TV."
- Provide one student with a word that changes the time of the action, such as "now".
- Ask the student to rewrite the sentence accordingly and produce "He's watching TV now."
- Give the next student another word, such as "I" instead of "He" so the pupil says "I'm watching TV."
- Continue until one student makes a mistake or until you've gone round the whole class.

## 4 FIND THE PAIR

Practise prepositions  
A1



- Prepare different cards. Cards in set one must have a drawing representing a preposition and cards in set two should have those prepositions written on them.
- Place all cards on the table.
- Students must—in turns—pick a card with a preposition and choose the drawing that corresponds to that preposition.
- Every right answer gets one point.

## 5 THE INTERVIEW

Practise can  
A1

- Prepare a dialogue about skills and abilities—as in the example—and a chart with questions about those abilities with yes / no options.
- Hand every student a form like the one below and tell them to write “Yes, he can” or “No, he can’t” in the corresponding column.
- Read the dialogue twice.
- Check the answers and correct mistakes.
- Ask two students to act out the dialogue.

### Sample dialogue

Luke: May I come in?  
 Mr. X: Sure. Sit down. Now, can you type fast?  
 Luke: Sorry, I can't.  
 Mr. X: OK. How many different languages do you speak?  
 Luke: Well, English, Spanish and German.  
 Mr. X: I see. Are you able...?

QUESTIONS	YES	NO
<i>Can he type fast?</i>		
<i>Can he speak German?</i>		
<i>Can he speak French?</i>		
<i>Can he...</i>		

## 6 THE HIDDEN TREASURE

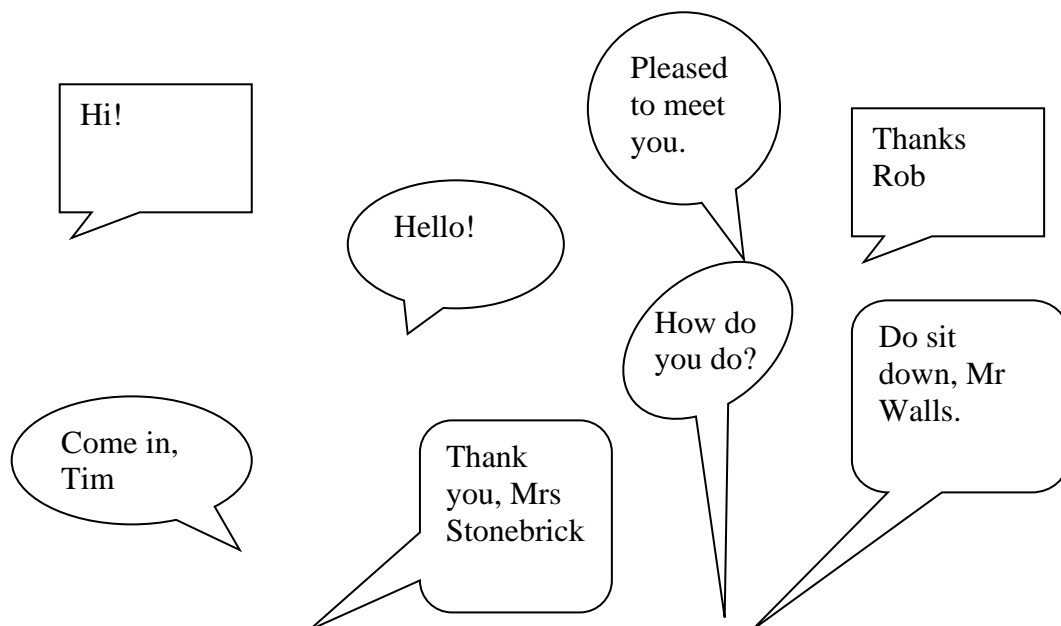
Practise prepositional phrases  
A1 to B1

- Tell one student to turn their back to the class or to close their eyes.
- Hide a small object.
- Tell the student to start asking questions that include prepositions in order to find out where the object has been placed.
- Remember not to allow sentences that don't include prepositions.
- The game is over when the student finds the object.

## 7 BUBBLES

Greetings & register  
A1 to A2

- Write an informal dialogue and enclose each line in a bubble. Then write a formal dialogue and do the same. (I've written the beginning of the dialogues in the examples below.)
- Divide the students into groups A and B.
- Tell group A to order the bubbles and write an informal dialogue.
- Tell group B to order the bubbles and write a formal dialogue.
- The group that finishes its dialogue first is the winner.





## 8 MEMORY

Review vocabulary  
A1 and B1

- Write out cards with topics you want students to talk about.
- Tell one student to pick a card.
- Set a time limit.
- Ask everyone to write as many words as they can on the chosen topic.
- The student who has written the most unrepeated words is the winner.

## 9 BINGO

Recognize words  
A1 to B1

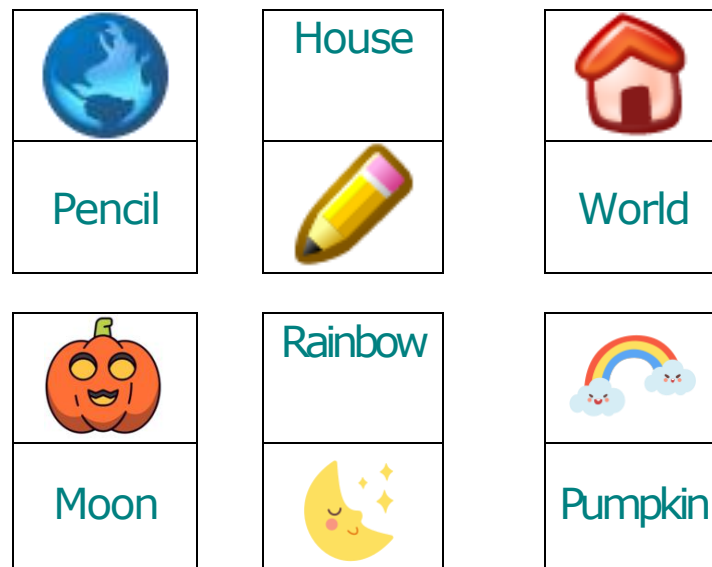
- Write out cards with sentences containing several empty gaps. Then make smaller cards with the words that correspond to each of those blanks.
- Hand out one card with the sentences to each student.
- Place the smaller cards with the words in a bag.
- Pick a card from the bag and read it aloud.
- The students who think the word is suitable for their blanks write it.
- The student who fills out their card first is the winner.

Comment: If you want your students to recognize synonyms, opposites or explanations you can underline terms instead of leaving blank spaces.

# 10 DOMINO

Practise vocabulary  
A1 and B1

- Cut out cards and divide each face into two with a line.
- On one half draw a picture (which must correspond to one word on another card) and on the other half write a word (which should agree with a drawing on yet another card).
- Hand the cards to your students and tell the first pupil to choose one and put it on the table.
- The second student has to see if any of the cards they have coincides (either in name or drawing) with the one on the table. If one does, they must place it alongside the first. The next student does the same.
- The student who finishes their cards first is the winner.



## 11 MEMO WITH CARDS

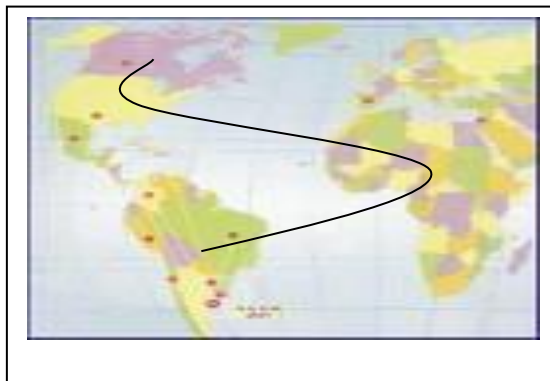
Identify vocabulary  
A1 to B1

- Prepare a set of cards with a number or drawing on their face and a word written on the back. Then prepare another set with related words (synonyms, definitions, past of verbs, opposites etc.).
- Lay the cards on the table with the words looking down. Place them in rows.
- Tell the first student to uncover two cards. If words uncovered in both cards are related they keep both. If cards do not pair up they should be left on the table.
- The winner is the student with more cards in their hand.

## 12 THE TOUR

Practise the present perfect  
A1 to B1

1. Copy or draw a map with cities or countries marked. Then draw an itinerary on the map.
2. Tell one student to choose one country or city.
3. Tell the class that they must find out where the student is by asking questions with the present perfect tense.
4. Ask students not to mention the name of the countries (or cities) but to try and elicit information with the help of features, sights or customs.



### Don't say

### Say

*Have you been to Canada?*

Have you seen Niagara Falls?

*Have you visited Brazil?*

Have you danced at the carnival?

## 13 TELLING THE FUTURE

Practise the future  
B1

1. Draw a set of cards with a number written on their face and the words YES or NO written on their back
2. Tell one student to be the fortune teller and the rest of the class to be clients.
3. Ask the fortune teller to lay the cards on the table.
4. Tell one client to pick a card, hand it to the fortune teller and ask a question.
5. The fortune teller must reply with a full sentence in future but cannot use the words YES or NO. Rather, they must look for synonyms. "Certainly, of course, never, not even once, etc."

## 14 WHAT'S MISSING?

Practise prepositions  
B1

1. Draw or copy two pictures. In the first include several objects, people or sites. In the second just show part of what you included in the first.
2. Give one student the incomplete drawing.



3. Give another student the full version of the same picture.
4. Tell the second student to give instructions to the first. The first student should try to draw the whole picture by listening to explanations as to what they should draw and where they should put it.
5. Once the sketch is finished, compare both pictures.

## 15 SPOTTING NONSENSE

Practise listening skills  
B1

1. Read a coherent story that contains nonsensical statements in between, such as "The children's names were Jack, Ernest and Mary and they were all 60 years old".
2. Ask the students to point out whenever they hear nonsense and tell them to correct the mistakes.

## 16 PETER'S ANGRY CAT

Vocabulary stretcher  
B1 to C1

1. Give your students a sentence where the adjective that modifies the noun begins with "A", such as "Peter's angry cat bit him."
2. The first student must find an appropriate adjective beginning with "B" to modify the same noun, such as "Peter's bad cat bit him."
3. The game continues until you go through the alphabet or someone makes a mistake.

## 17 THE BALLOON

Practise conditional clauses  
B1 to C1

1. Tell the class that they are travelling on a balloon. The balloon is losing height because there are too many people on board.
2. Explain that they must each play the character of a famous person when they were young (i.e. Columbus, Curie, Fleming).
3. Let them know that they must throw somebody overboard in order for the balloon not to fall.
4. Explain to students that they must make sentences explaining why each one should remain alive, such as "If I don't stay on the balloon I won't be able to discover penicillin".
5. Once all sentences have been said the class must vote on whom they'll jettison after each round.
6. The students go on producing different conditional sentences until only one person is left on board. They will be the winner – and the survivor as well!

# 18 BLINDFOLDED

## Improve vocabulary

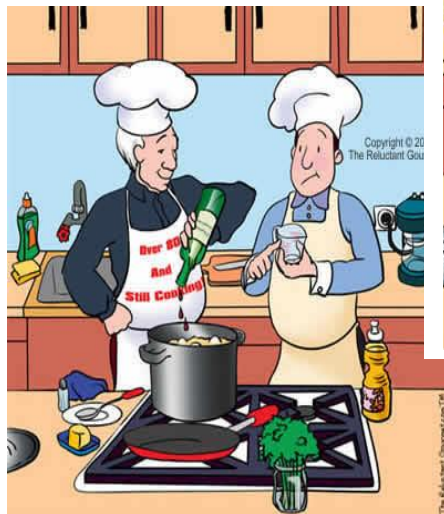
### B1

1. Ask a student to close their eyes and give them an object.
2. Ask another pupil to turn their back to this first student so they can't see what the item is.
3. Tell the first student to start describing the object.
4. Ask the other participant to try and guess what it is.

## 19 GUESS WHAT'S MISSING

## May, must, could & might

1. Choose a cartoon and cover part of it with a slip of paper.
2. Try to get the students to guess what the paper is hiding and to enlarge on what must, could, may or might be hidden from view.



3. Once all suppositions have been made, uncover the picture and present the answer.

## 20 LINKING UP

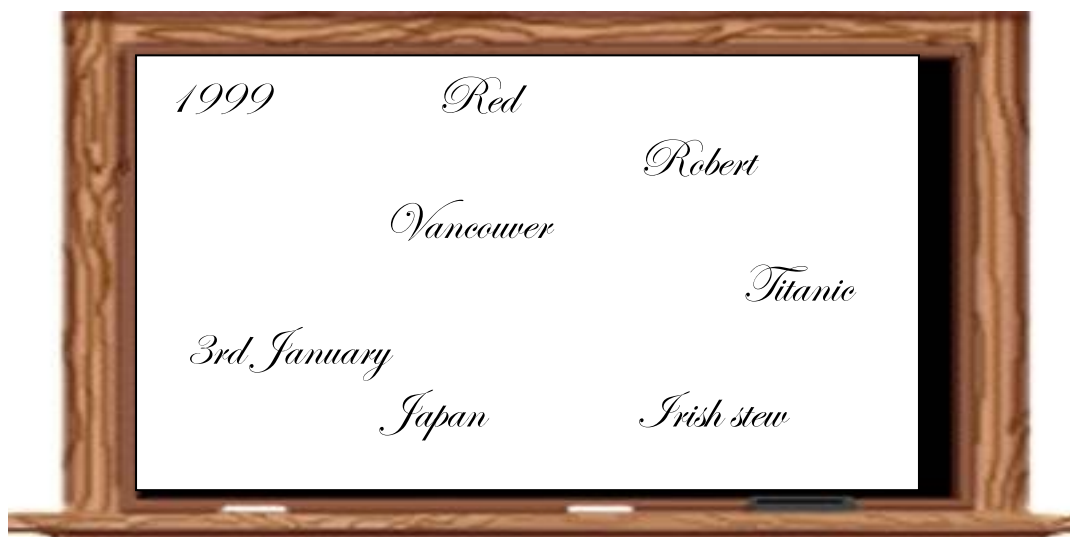
Practise conditionals  
B1 to C1

1. Ask one student to think out a conditional sentence and say it aloud. "If I had enough money I'd take my teacher on a long trip to England and Scotland."
2. Tell a second student to use the subsidiary clause of the previous sentence to invent their own conditional statement, such as "If I took my teacher on a long trip to England and Scotland I'd learn a lot."
3. Ask a third student to do the same. Go on asking each student to continue until all the class have spoken at least once.

## 21 GUESS WHAT

Practise questions  
A1 to B1

- Write several facts about yourself on the whiteboard, such as your height, your dog's name or the year you started university.
- Tell the students to ask you questions on what you've written until they find the right questions for each answer.
- Ask one student to write information on themselves and repeat the process.



## 22 Find Someone Who...

Speaking, question formation, simple present  
A1 to A2

- Prepare a worksheet with "Find someone who..." questions (e.g., "Find someone who likes pizza," "Find someone who has a pet").
- Students walk around the room, asking and answering questions to complete their worksheet.
- The game finishes when everyone has the information they need.

## 23 Simon Says

Following instructions, listening comprehension  
A1

- The teacher gives commands starting with "Simon says..." (e.g., "Simon says touch your nose").
- Students perform the action only when "Simon says" is included.
- If the teacher gives a command without "Simon says," students should not move.

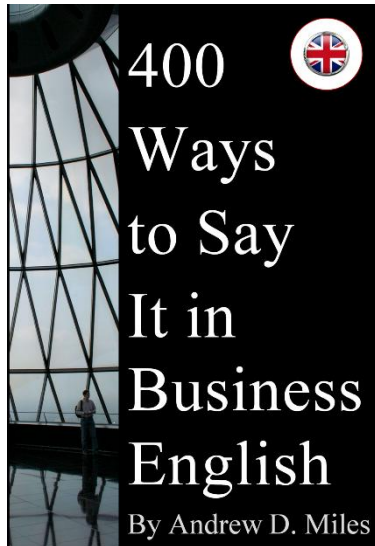
## 24 Elevator Pitch

Business vocabulary, fluency  
B1 to C1

- Ask students to imagine a situation where they need to convince someone.
- Tell them to write five nouns or verbs they would need.
- Have them imagine they will be in an elevator with the person to be convinced.
- Get them to write a 30-second elevator pitch for the situation using the five nouns or verbs on their list.
- Act it out in class.



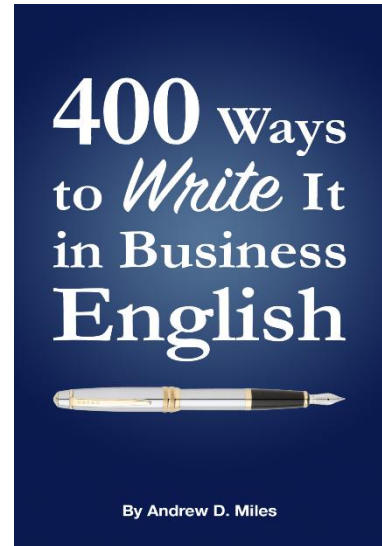
## Books By Andrew D. Miles



[400 Ways to Say It in Business English](#)



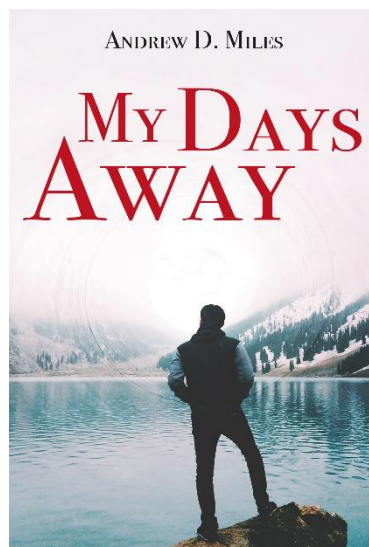
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