

## Broken telephone

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

**Activity type:** Memory game

**Student grouping:** Small groups of 4–6 students

**Time needed:** 15 minutes approx.

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

**Materials:** One set of cards for each team

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

### Preparation

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

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

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

### How to play the game

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

Every successive player whispers the message on to their neighbour until the end of the line is reached/the message has come full circle. What the last person hears is likely to differ

considerably from the original message; the objective is to retain the exact content, though.

### Teaching notes

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

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Academic vocabulary: Parts of the Face

bridge

chin

cheek



forehead

gum

iris

jaw

nape

nostril

pupil

temple

tongue

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Academic vocabulary: English idioms

A hot potato

A penny for your thoughts

Actions speak louder than words



Add insult to injury

At the drop of a hat

Back to the drawing board

The ball is in your court

Barking up the wrong tree

Beat about the bush

Too many cooks spoil the broth

The best of both worlds

Bite off more than you can chew

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Academic vocabulary: Adjectives and adverbs in context

FUN WITH IELTS GAME 3

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



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FUN WITH IELTS  
BLANK GAME CARDS


