Here are two games based around the classroom whiteboard, adapted from the ROHoG format. Preparation involves selecting images or maps which represent the vocabulary or content you want to recycle/test. You’ll need to check the copyright on images that you use. One idea is to use an image sharing site such as https://www.eltpics.com/, https://www.pexels.com/es-es/ or https://pixabay.com/

In a physical classroom, organize learners into groups of 3 or 4. Show the image on the screen and then show or tell them the item/place the teams have to identify. Give teams a couple of minutes to discuss the answer together. When the time limit is up, ask one student from each group to approach the screen and mark with a cross the object or place they think is the correct answer, using a whiteboard marker. In a Zoom class, this could be done by sharing the whiteboard with the class, then asking learners to use the annotate / sticker function.

NB, with younger learners, or groups that are likely to copy each other, certain groups will just wait for another to place their marker and then follow their example. To avoid this, you may want to provide groups with a smaller version of the image/map per group during the discussion phase. Each group will need to mark their choice on their own copy before approaching the board. In Zoom, this could be done by asking groups to mark their choices in breakout rooms, then sharing the images back in the main room.
1. “PUT YOUR FINGER ON IT”

**Topic:** Vocabulary / Revision  
**Activity type:** Games  
**Level:** Any level, according to words chosen  
**Time:** 20-30m  
**Language focus:** Words previously presented in the course

**Suggested procedure:**

**A. Preparation**

In the example, I’ve recycled vocabulary from Life: Beginner (NGL Cengage, 2019). You will need to choose the lexis you want to recycle and find an appropriate image beforehand. To avoid groups all giving the same answer, you might want to prepare an individual b & w copy of the image for each group. I’ve left the example game in an editable ppt format, so it can be used as a template.

For writing on the board, it is useful if each group has a different coloured board pen, so it is easy to see which group wrote which answer.

**B. Introduction**

Explain to the group that you are going to play a game to recycle vocabulary, where they will have to identify something in an image. Hand out a copy of the images to each group (only if necessary, avoid making photocopies if at all possible).

In the TV show, the questions are based on general knowledge. Here are some examples (the correct answers are given on the right):
As we are focusing on lexical sets, we can choose images with many more options on the screen and can therefore use the same image more than once.

C. Playing the game

1. Put the students into teams of 3 or 4.
2. Show the slide with instructions and check that everybody understands what they have to do. You can use the first image to demonstrate the rules without awarding points.
3. Show the next image and tell the class (or write up on the board) the word they have to spot. Probably two or three words from each image is enough. Here are my suggestions for the example game included here.
   a. Slide 1 (Food): oil, fish, eggs
   b. Slide 2 (Sports): rock climbing, diving, ice hockey
   c. Slide 3 (In the classroom): speaker, screen, blackboard
   d. Slide 4 (Jobs): airline pilot, firefighter, soldier
   e. Slide 5 (Family): uncle, stepmother, daughter
   f. Slide 6 (Clothes): dress, T shirt, sunglasses

D. Variations

1. Back to the board
   • This is a variation on the classic ‘back to the board’ activity.
Divide the class into two teams. One student from each team sits at the front of the class so they can’t see. They need a piece of paper and pen.

Set a time limit, e.g. 1 minute.

Their team-mates describe as many objects as possible that they can see on the screen without saying the name of the object. The student at the front has to identify them and write down the names.

When the time is up, the teams get one point for every object their player has identified correctly.

Change image, and two new students come to the front.

2. Find the item

Divide the group into two or three teams (any more might get a bit crowded at the board!)

Select or ask for a volunteer from each group.

Blindfold the volunteers and bring them to the board before you show the image. Give each student a board marker.

Write the name of an object from the image on the board. Teams ‘direct’ their representative where to mark an ‘x’.

The team with the closest marker wins the point.
2. “WHERE IS KAZAKHSTAN?”

**Topic:** Vocabulary / General Knowledge  
**Activity type:** Games  
**Level:** Any level,  
**Time:** 10–20m  
**Language focus:** Words previously presented in the course

**Suggested procedure:**

A. **Preparation**

You will need to search for maps which correspond to the general knowledge questions you prepare. The example game included here is, as usual, in an editable ppt format, in case you want to adapt it for your own purposes.

For writing on the board, it is useful if each group has a different coloured board pen, so it is easy to see which group wrote which answer.

B. **Introduction**

This is a general knowledge quiz which can be used to explore knowledge of English-speaking countries. There are two stages to every question as the students will have to a) know the answer to the question and b) locate it on the map.

For example:

The answer is Nairobi, and that is here on the map...
So the pink marker is the winner in this game.

Explain to the group that you are going to play a general knowledge game where they will have to situate the answers to questions on a map.

C. Playing the game

1. Show the slide with instructions for the game. Check that learners have understood the instructions. Do the first question as an example to demonstrate how the game works.
2. Organise the class into groups of 3-4.
3. If you feel it is necessary, distribute copies of the map(s) to the groups. Students should mark their answers on their groups’ maps before approaching the board.
4. Project the first map and the question onto the board. Give groups 2-3 minutes to discuss, come to a decision and mark the location on their maps (if they have one).
5. One student from each group approaches the board and uses a board marker to indicate the position on the map.
6. The next slide ‘reveals’ the answer. The ‘winner’ is the student/group who has the closest mark.
7. Repeat with the following questions. Keep a note of points scored if you want to make the game a competition.

D. Variation

1. Pin the tail on the country
   - Divide the group into 2 or 3 teams and select a ‘volunteer’ from each group
   - Bring the players to the board and blindfold them before you display the questions and maps.
   - After teams have discussed the answers to the questions, they ‘direct’ their player to leave a mark on the map in the place they think it is situated, using language of directions
   - The winner is the player whose mark is closest to the correct location.