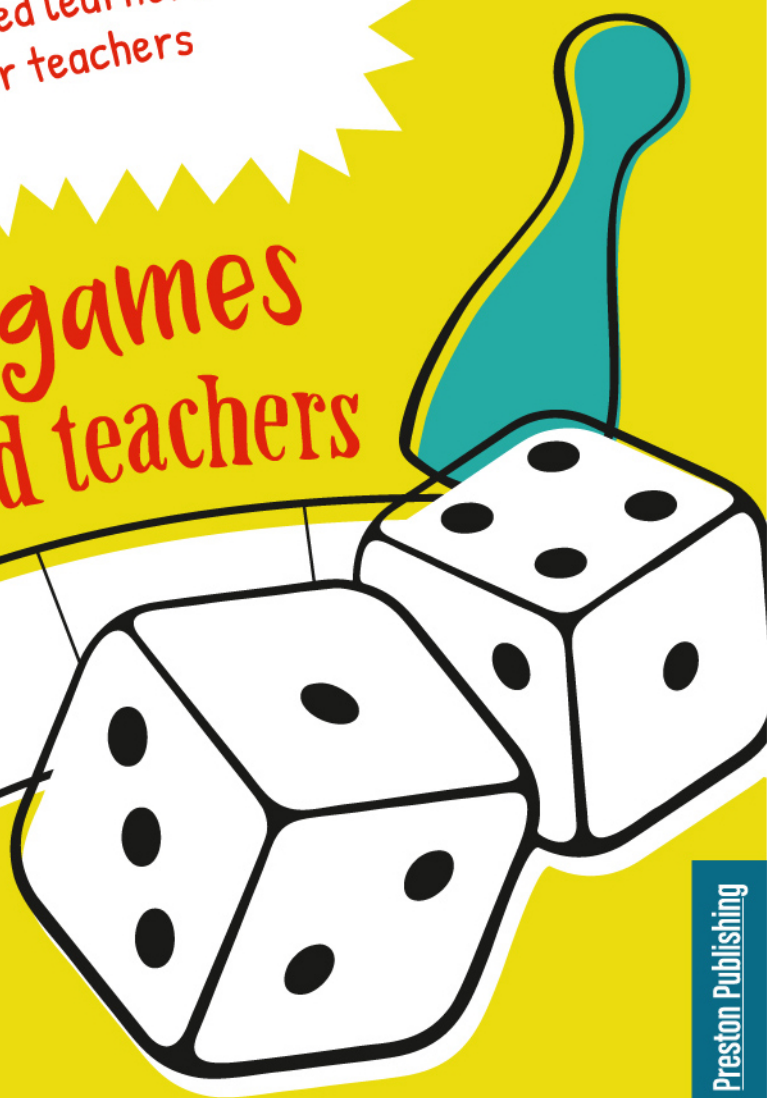


Ciara FitzGerald  
Daniel Lukasiak

# Bored? Games!

- 40 entertaining games
- Practical vocabulary and grammar
- Fun and motivating themes
- For intermediate to advanced learners
- Indispensable resource for teachers

English board games  
for learners and teachers



Copyright © Preston School & Publishing, 2018

Illustrations by Kinga Spiczko

Game concepts and graphics by Daniel Lukasiak

## **Preston Publishing**

[www.prestonpublishing.pl](http://www.prestonpublishing.pl)

ISBN: 978-83-64211-76-8

Published by: Preston School & Publishing

ul. Kolejowa 15/17

01-217 Warsaw

e-mail: [biuro@prestonpublishing.pl](mailto:biuro@prestonpublishing.pl)

First published 2018 in Warsaw, Poland

Printed and bound in Poland by Opolgraf S.A.

Every effort has been made by the authors and all the publishing team to present all the information in a reliable way. Should you notice anything requiring editing or should you have any comment or suggestions regarding the book, please let us know at [biuro@prestonpublishing.pl](mailto:biuro@prestonpublishing.pl).

# CONTENTS

Page:                      Game:                      Level:                      Grammar/Vocabulary:

11	PARTY ANIMAL'S BOX OF TRICKS	I / UI	Passive
15	PRINCESS AND PEPPER	I	Causative passive
19	DEAD SERIOUS ADVICE	I / UI	Giving advice
23	A PERFECT FUTURE	I / UI	Future Perfect and Continuous
27	TREASURE HUNT	I / UI	Question formation
31	MAKE OR DO?	I / UI	Collocations with MAKE and DO
35	CONSCIOUS BUYER'S GUIDE	I / UI	Comparatives and superlatives
38	WHO SAID THAT?	I / UI	Reported statements, orders, and questions
43	HE SAID SHE SAID	I / UI	Reported questions
47	ROLLIN' N' FLIPPIN'	I / UI	Adjectives -ed, -ing
51	OFFICE MAZE	I / UI	Prepositions
55	LINKER CHALLENGE	I / UI	Linkers of contrast
58	ALIEN PLANET	I / UI	SO, SUCH

I = Intermediate    UI = Upper Intermediate    Adv = Advanced

# CONTENTS

Page:	Game:	Level:	Grammar/Vocabulary:
60	SAY, TELL DRILL	UI	Collocations with SAY and TELL
62	QUESTION YOUR ANSWER QUIZ	UI / Adv	Relative pronouns
67	DEFINITELY INDEFINITE	UI / Adv	Definite, indefinite, zero articles
69	MR. SLOTH	UI	Causative passive
73	CAN YOU TELL ME...?	I / UI	Indirect questions
77	FLIPPIN' QUESTIONS	UI	Subject and object questions
81	THE PERFECT CHASE	UI	Present Perfect with FOR, SINCE, NEVER, YET, ALREADY
84	TWO PEAS IN A POD	UI / Adv	NEITHER, SO, TOO for expressing similarities and differences
89	WHAT IF?	UI / Adv	Zero, first, second, third and mixed conditionals
92	WORD BATTLES	UI / Adv	Word formation
96	EXCUSES, EXCUSES...	UI / Adv	Narrative tenses / phrasal verbs
98	PEOPLE SAY	UI / Adv	Impersonal passive
101	PHRASAL VERB CHALLENGE	Adv	Phrasal verbs

# CONTENTS

Page:	Game:	Level:	Grammar/Vocabulary:
103	WHAT A DAY!	UI / Adv	wish / if only / regret
106	REPORTING VERB DOMINOES	UI / Adv	Reporting verbs
113	THINGS USED TO BE DIFFERENT BACK THEN...	UI / Adv	used to / would / be used to / get used to
116	AGREE TO DISAGREE	UI / Adv	Language for agreement and disagreement
121	PREPOSITIONAL FOUR-IN-A-ROW (Game 1 & 2)	UI / Adv	Prepositions
125	REACTION CHECKERS	UI / Adv	Hypotheticals - wish / if only / it's time / would rather / had better / regret
128	VERBAL CONFRONTATION	UI / Adv	Phrasal verbs
132	QUESTION TAG DOMINOES	UI / Adv	Question tags
139	HEAD SCRATCHING HEADLINES	UI / Adv	Past modals of deduction
142	COMMON EXPRESSIONS DOMINOES	UI / Adv	Everyday English
149	VERB PATTERN CHALLENGE	UI / Adv	Verb patterns, gerunds and infinitives
153	NEITHER BOTH, NOR NONE EITHER	Adv	Use of: either / neither / both / none
157	BANK ROBBERY	Adv	Emphasis with inversion

# INTRODUCTION

First things first, this wasn't supposed to be a book at all. If you are a teacher of English for higher levels, like us, you know exactly what it feels like to be frantically, and often unsuccessfully, searching the Internet for an activity that your students won't start yawning over. That was us, until not so long ago, when we decided to do something about it and started designing our own games for our students. After just two terms, we had so many and our students liked them so much that we decided to share them with other teachers struggling with the same problem.

Even though this is a playful book of games, they're not designed for children but for teenagers and adults who love board games just as much as children do. And, while there's a wide variety of games out there for young learners, there are few such games available to practise the grammar and vocabulary that learners have to tackle at higher levels. The games include themes and ideas that are contemporary, meaningful, relevant and at the same time engaging and entertaining. And, as everybody knows, humour enhances the learning process, and you'll find a lot of it in each game.



# INTRODUCTION

We created 'Bored? Games!' to give you a tool that can be used both in the classroom and at home.

If you're a teacher of English language, this book is indispensable as a resource to practise key grammar and vocabulary concepts in a way that will keep your students challenged and entertained at the same time. The games have engaging and contemporary themes, humour and lots of rich and useful vocabulary. The variety of game types ensures that you can use this book repeatedly with the same group of students without them tiring of it, and all games are suitable for both teenagers and adults.










If you're a learner of English, you'll know how important it is to practise English often. 'Bored? Games!' is the perfect book for you to not only revise and practise but also extend and enhance your knowledge of English grammar and vocabulary. Many of the games are designed to be played multiple times, and every time you play, you'll create different sentences. But remember, the ultimate goal is not to win a game but to feel more confident about using the language in a real English-speaking environment.





# HOW TO USE THE BOOK

A few practical pieces of advice:

-  The games can be played in any order as the book doesn't follow any specific curriculum.
-  Remember that this is not a grammar book! Its purpose is to help you practise and extend grammar that you have already learned. However, on games where it will be really helpful, we have included grammatical formulae and examples to help you use the structures more fluently as you play.
-  Before playing any game, check what equipment you need. Normally you'll need a die or two, a few different-coloured objects to act as pawns, a coin and a pencil.
-  We've suggested vocabulary that you might need to pre-teach if you're a teacher, or look up in the dictionary if you're a learner. Teachers and learners should look through the games before playing to check for any other potentially unknown words.
-  Each game has comprehensive instructions, but sometimes the simplest way to understand how to play is to look at the model, which is designed to show what a game looks like in practice.
-  Remember that some games require you to write on them, so make sure you use a pencil. If you're a teacher, you can consider photocopying games before playing. This way, your book will last much longer.
-  For some games, where players must sit opposite one another and not see each other's boards (as indicated in the instructions), it's a good idea to place a book with a hard cover in between the boards. You don't want your opponents to cheat!
-  We strongly encourage you to adapt the games to suit your learners. Throughout the book, we have included blank boards which you or your students can use to make your own games.
-  Most of the games suggest ways to extend the material. These ideas encourage even more practice, offer suggestions for projects and homework tasks, and give teachers inspiration for follow-up speaking and writing activities.

If you've read this far, you must be really bored. So grab a friend and start playing!





## HE SAID SHE SAID

**Language Point:** Reported questions

**Level:** Intermediate / Upper-intermediate

**Players:** 2

**Time:** 15-20 minutes

**Equipment:** a counter for each player, a die

**Suggestions for vocabulary to pre-teach:** a real catch (colloq. exp.); awkward (adj.)

### Instructions

The starting point is 'ring ring'. Players take it in turns to move around the board clockwise, tackling one question after another. They roll the die each time to determine how to start the question. If they form the reported question incorrectly, they don't move ahead and on their next turn they have to try again. The player who reaches the finish line first wins.

### Model

What is his name?

She asked me what his name was.

She wanted to know what his name was.

She was curious to know what his name was.

She wanted me to tell her what his name was.

She tried to find out what his name was.

She demanded to know what his name was.

### Extend

**Controlled Practice:** Students brainstorm situations where lots of questions are asked (at an interview, at the doctor's office, at a train station, etc.). They write a list of relevant questions individually or in pairs (encourage them to vary the tenses used). Finally, they give their list to another student/pair who have to report those questions (speaking or writing).

**Mingle Survey:** Each student writes five direct questions (to avoid repetition of questions, give each student a different theme, such as sport, music, family, etc.). They mingle in the classroom asking each other the questions. Finally, when all the questions have been asked, the students sit in pairs and report what they were asked. For extra practice, they can also report their answers.

Have you started following him on Instagram?

Has he already phoned you?

Are you going to see him again?

Did you give him your phone number?

Was he trying to kiss you?

Did he walk you home?

Were there moments of awkward silence?

Does he still live with his parents?

What does he do for a living?

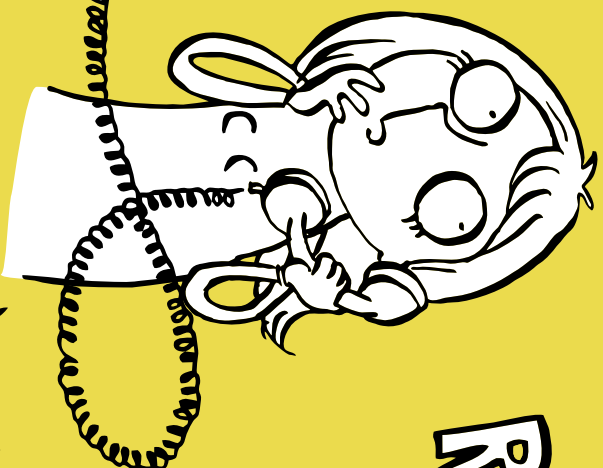
Did he tell you about his ex-girlfriend?

Did he pay the bill?

Which restaurant did you go to?

Did he introduce you to his friends?

# Ring Ring



She asked me...

She wanted to know...

She was curious to know...

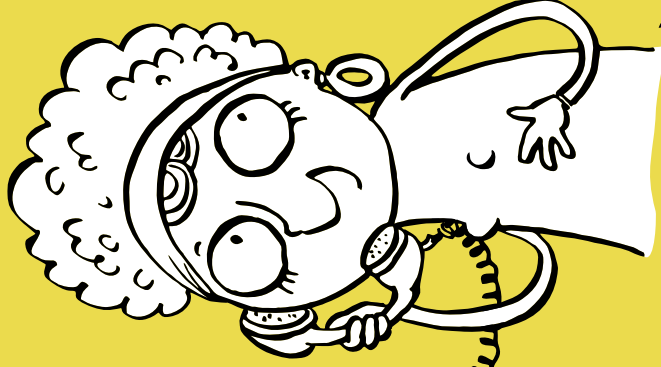
She wanted me to tell her...

She tried to find out...

She demanded to know...

# HE SAID SHE SAID

# Ring Ring



What were you wearing?

Where did you meet?

Did he bring you flowers?

What is he like?

How old is he?

What is his name?

Will you introduce him to your parents?

Do you want me to look after your cat?

Are you seeing him this weekend?

Is he the jealous type?

Does he like children?

Is he texting you right now?

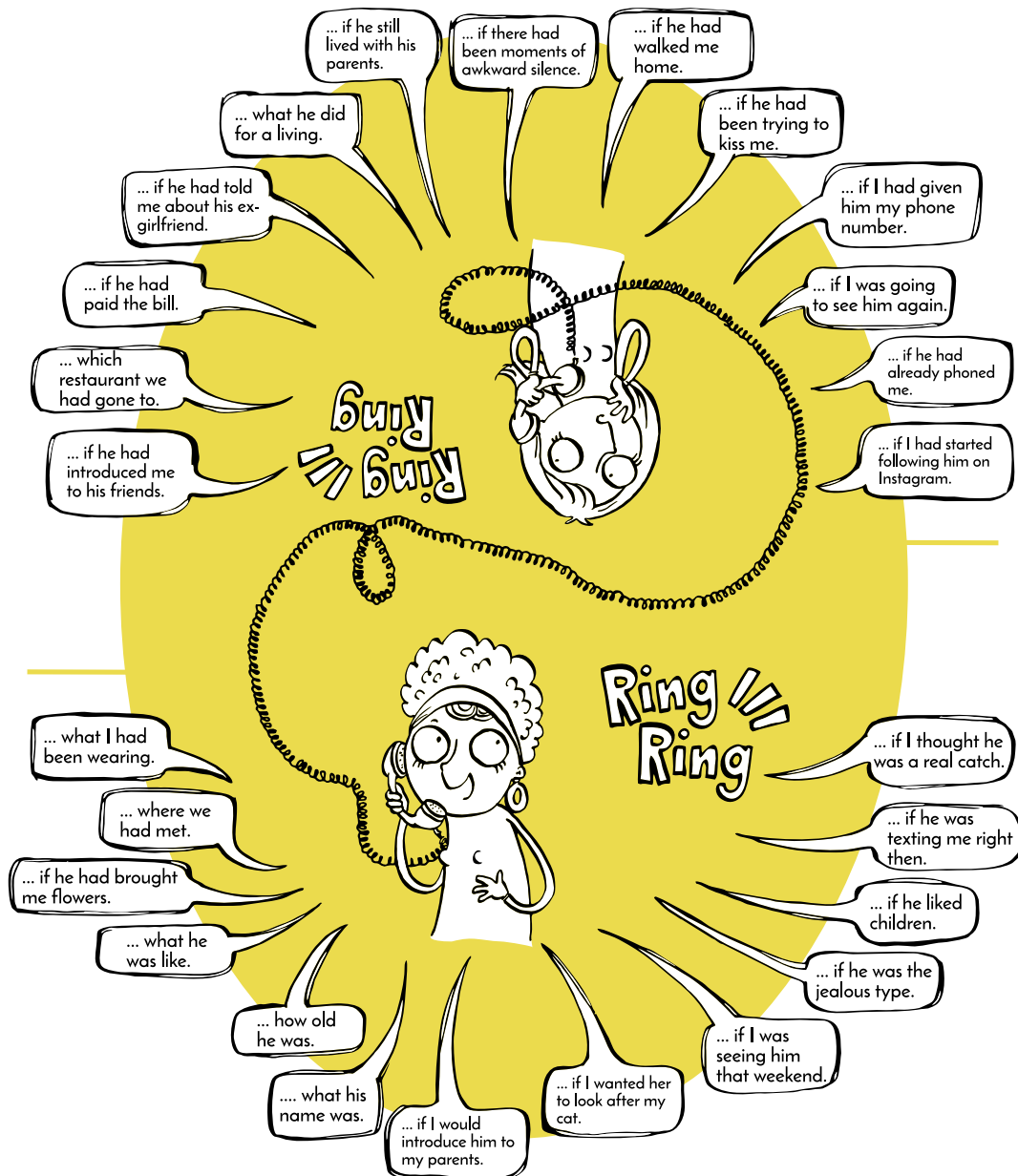
Do you think he is a real catch?

- ☐ She asked me...
- ☐ She wanted to know...
- ☐ She was curious to know...
- ☐ She wanted me to tell her...
- ☐ She tried to find out...
- ☐ She demanded to know...

# HE SAID SHE SAID

# HE SAID SHE SAID

## Answers:



# Bored? Games!



# A1-B1

40 illustrated board games  
for teachers and learners  
at A1-B1 level.

## Preston Publishing

www.prestonpublishing.pl





## 80 English board games (A1-C1) for teachers and learners in two volumes

In the books you'll find:

- Entertaining games that make it fun to review and practise and practise a variety of key grammar points and vocabulary
- Games for intermediate to advanced learners of English
- Engaging material to liven up your grammar lessons
- Fun and memorable activities that your students will love
- Games with rich vocabulary, collocations, phrasal verbs and idioms
- Activities with real world themes and ideas guaranteed to motivate curious learners

**Bored? Games!** is an essential tool for teachers and learners. Two volumes contain **80** illustrated games. Thanks to stitch and Swiss brochure binding, the book will lay flat. This will allow you to use the pages as board games.

España: distribuido  
por **SGEL.es**



You can also order the book on

**PrestonPublishing.pl**