



65 **GAMES AND ACTIVITIES**

for OK Story Cards



Energizers

Speaking and Storytelling



Vocabulary

Writing



Grammar

Picture Talk Questions



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DEAR COLLEAGUES,

This guide offers a wide selection of games and activities and helps you make the most of your OK Story Cards. The activities are organized into categories—energizers, vocabulary games, grammar exercises, speaking and storytelling games, and writing exercises—to suit different teaching goals and contexts. You will also find 'picture talk' questions broken down by proficiency levels.

The games and activities are flexible and adaptable, so feel free to modify them to fit your class-room size, student age, language level, or lesson focus. Whether you're looking for a quick warm-up, a vocabulary drill, or a more in-depth language practice, you'll find options that require little or no preparation.

We encourage you to experiment and create your own game variations. The cards are designed to be versatile, and most games can be adjusted to suit different teaching styles or group dynamics. Most importantly—have fun! These activities are sure to make learning engaging, interactive, and even unpredictable. If you come up with a great new game, we'd love to hear about it and possibly add it to the collection.

Happy teaching!

Alexei and Evgeny

EACH CARD INCLUDES:

At Least Three Actions

to practice verbs

Diverse Details and Objects

to master nouns and numbers

Clear Emotions

to develop descriptive language skills



Unique Location

to drive story development

Three Main Characters

to inspire dynamic dialogues

Engaging Scenarios

that spark active discussions

ENERGIZERS

The aim of these brief warm-up activities, ranging from 5 to 15 minutes, is to introduce energy, movement, and fun into the lesson. Designed for simplicity, these games ensure that every student participates, feels inspired, and becomes motivated for future tasks. They are ideal for the beginning of a lesson and organized in order of increasing difficulty. Some games require little to no prior language learning, while others require knowledge of some basic vocabulary.

Planes



There are 12 different countries in the deck. For this game, each student receives one of these cards. Students tell the teacher where they are going, based on their card location. Then they place the card on the top of their hand and their hands turn into airplane wings. Students walk carefully around the classroom so that the cards do not fall off for 15 seconds. If their card falls, the student jumps 2 times, puts the card back and continues the game. Then the teacher says "Stop!" The students must freeze. They are not allowed to talk, make noises, or laugh. The teacher asks the students yes-or-no questions like "Are you on the plane?" or "Do you have luggage?" The students must respond but they cannot move or laugh. Whoever does that, gets a penalty point.

Traffic Lights



Each student receives a card and lines up with their back against the wall. The teacher calls out a color, and the students must find an object of that color on their cards. Those who have that color take one step forward. As an additional challenge, students must also name the object(s) of that color pictured on the card. The student who has taken the most steps by the end of the game wins.

Where am I?



Students take turns miming the locations of the characters on their cards. The others guess and name the place.

Two Agents



Students stand in a circle. The teacher hands each student a card making sure that two of the students get blank cards. Then, each student looks at their card without showing it to others. Next, the teacher asks everyone to close their eyes, and instructs only those with blank cards (the agents) to open their eyes and make eye contact. After this, the teacher instructs the agents to close their eyes. Then everyone reopens their eyes. Students walk around, greeting each other with questions like "How are you?" and "Where have you been?" Those holding cards with images respond according to the location pictured on their cards. The two students with blank cards invent their whereabouts. Based on these interactions, students try to guess who the agents are. After the teacher's sudden command "Contact!", the two agents attempt to stand back-to-back to each other while other students try to physically prevent them from connecting. The objective is to thwart the agents from making contact by identifying them early and being prepared to stop their connection.

Freeze Frame



The teacher divides the students into groups of three. The students decide which of the three characters each one of them will play. The teacher draws a card, describes it in detail, and then exclaims "Freeze frame!" The groups have only 10 seconds to collaboratively create a 'frame' depicting what they heard, and freeze (remain still).

Scene Mime



Students are divided into groups of three. Each group receives a card and collaboratively forms a scene that depicts the location on the card. The other students guess which location is represented by the scene. As an additional challenge, the students can also guess what each student in the scene is portraying.

Give Me Your Card



Students receive 4-5 cards each and stand in pairs. Each student has 7-10 seconds to name the objects on their partner's card. Students take turns naming the objects. If a student names the objects correctly, they claim the card. After each round, participants switch partners. The player with the most cards at the end wins.

Color Steps



Students are divided into pairs and form two lines about 5 meters apart, with partners facing each other. One student in each pair receives a card. The partner without a card calls out a color, and the one with the card finds and names an object of that color on the card. If the object is named correctly, the student with the card takes one step towards their partner. All pairs play simultaneously. The first student to reach their partner wins. Then, students swap roles.

Imaginary Spaces



Students sit in a wide circle. The teacher says that the center of the circle will become a specific location. Then, the teacher selects a card and announces the location depicted on it, for example: "We are at the museum!" One by one, students enter the center of the circle to create a group sculpture, each naming their role: who or what they are in the location. Roles are unique and cannot be duplicated. Once all the participants have joined the sculpture, the activity resets and the teacher chooses a new card for another round.

Speedy Verbs



For this game, a table is positioned in the center of the room with the cards logo-up on it. The teacher pairs up the students. One student from each pair stands with their back to the table, facing their partner. This student picks a card and mimes one (or two) of the verbs shown on the card to their partner. If the partner correctly guesses the verb, the pair earns the card as a point, and the student hands the card to their partner. If the partner fails to guess the verb, the card is returned to the main pile. The pair with the most points at the end wins. To conclude on a fun note, all pairs except the winning one must perform as many jumps or sit-ups as the number of the verbs guessed correctly by the winning pair.

VOCABULARY

The objective of these games is to activate the group's passive vocabulary. They encourage students to retrieve the words they studied in recent lessons and integrate them into various activities. At the beginning, participants use individual words from cards without forming complete sentences. The games progress in difficulty, providing a structured approach to the mastery of vocabulary.

Done in 10 Seconds

Students sit in a circle with a set of cards spread out on the floor, pictures facing up. The teacher counts to ten, during which time students move around and pick a card which they can describe in 1-2 words. The teacher walks around the circle collecting cards; as students give their cards to the teacher, they say the words describing the picture on each card.



It's a Word

Students are divided into groups of three. One student draws a card, identifies an object on the card that they can name, flips the card over, and says the first letter of that word. The other two students have 10 seconds to guess the word. The student who guesses correctly earns the card as a point. Students take turns drawing cards.



Pick and Name

Students are divided into groups of three, and 25-30 cards are placed on the table, pictures facing down. Students take turns picking a card, placing it on the table face up, and naming 1-5 objects in the image (novice students might be required to say one word, whereas intermediate students - 4 or more). If the objects are named correctly, the student keeps the card as a point. Incorrect or incomplete attempts result in the card being returned to the deck, which is then reshuffled. For a simpler version of the game, cards can be laid out with the pictures facing up.



Connections

This game is similar to the famous game "Double". Students play in groups of four. Each student receives 5-7 cards. The youngest player places one of their cards on the table. Other players check their cards for the same objects. If they find them, they call out the word for the object and place their card on top. The objective is to find duplicate objects on the next card and continue playing. It's a speed game: the first player to get rid of all their cards wins.



Deft Hands

Students are divided into pairs, each receiving a set of cards which includes both picture and blank cards. One player picks three cards—two with pictures and one blank—and briefly shows the blank card to their partner, who then needs to watch it carefully. Then, the player flips all cards logo-up, shuffles them well, and lays them out on the table. Their partner needs to guess the location of the blank card. If the partner is wrong and picks a card with an image, they need to name 2-6 objects on the card. If they pick a blank card, the shuffling partner has to draw one of the remaining cards and name 2-6 objects on it.



Guess the Action

Students pair up and each student takes a card. Each player has three attempts to guess one action depicted on their partner's card without looking at it. For example, "Hmm, I think (on your card) Morgan is working..." If incorrect, they try again. If the player is unable to guess correctly in three attempts, the partner reveals the action on the card. Once each player completes their turn, the students draw new cards and the guessing continues.



Circle of Objects



Students are divided into groups of three, and each group is seated at a table with a deck of cards placed in the center. One player draws a card, calls out an object depicted on the card, and passes the card to the next player. The next player has 5 seconds to name a different object on the card. This continues until a player cannot name another object. This player performs a symbolic punishment like a squat or a jump, draws a new card, and the game resumes. This can also be played as a team game, in which a team needs to complete 4 full circles in 2 minutes to win. The teacher times all teams simultaneously.

Encrypted Locations



Students play in groups of three. The teacher selects a letter (of the alphabet) for the round. One student takes a card, doesn't show it to the others, and describes the location on the card with words starting only with the chosen letter (the words don't have to name exact objects depicted on the card). For instance, if the letter is B and the card shows a forest, a student might say: bush, birch, beetle, bramble, etc. Other students in the group must guess the location based on the words.

Remember!



The teacher shows a card for 20 seconds, and then asks students to list:
all the actions on the card;
all the clothing items;
all the edible/inedible objects;
all objects that are white/red... etc.

GRAMMAR

The grammatical structure of every language is unique. However, every language has the means for conveying important information; for example, it must be able to explain whether something is happening now, occurred in the past, or will occur in the future. Every language can describe the relationship between objects in space: by using prepositions, postpositions, or other language means.

As we study different languages, we learn, among other things, how to create questions by employing different word order, auxiliary words, intonation, and so on. In this section, we share multipurpose games for practicing grammatical structures. The activities are arranged in order of increasing difficulty. Due to some activities' narrow grammatical focus, they resemble exercises rather than games.

Articles A vs. The



Students work in groups of 7-10. Each group has 5 cards. One student says a random word, anticipating that this object appears on other students' cards. Since this student is not naming a concrete object, they use an indefinite article A: A CAR! Those students who have cars on their cards show their specific car and say: THE CAR! placing the card in front. They receive a point for recognizing and saying the word.

Imperative



A group of three students receives a card. They show it to other students and mimic the poses of the characters in the picture. Then, the students not in the group give commands to the three characters. For example, if the situation takes place in an office, the commands could be: "Como, turn on the projector!", "Jenny, turn off the lights!", "Commo, open the window!" After the characters complete the requested actions, they return to their original positions and the game continues with another group.

I see... I have...



Each student receives 3-5 picture cards and picks the one they like. The teacher writes sentences on the board, such as "I see...", "I have...", "I don't have...", tailored to the grammar focus of the lesson. Students are then asked to imagine that they are in the pictures that they picked and to write several sentences starting with the phrases on the board. Then they read their sentences aloud. Afterwards, they can repeat what other students said, starting with "He sees...", "She has...", "They don't have...", etc.

He, She, They



This game works best for languages that have verbal gender markers. Each card features two boys and a girl, enabling students to practice third-person verb forms, both singular and plural. Divide students into pairs, assigning one student to narrate the girl's actions, and the other – the boys' actions. To make it more challenging, introduce four questions and have students use different verbs to answer each: What is the first boy doing? What is the other boy doing? What is the girl doing? What are they doing? All verbs must be different.

Word Order



Students play in groups of 4 or 5. The teacher assigns each student one part of speech: a noun, an adjective, a verb, an adverb, etc. Then, the teacher slowly tells a story using the cards. Students listen to the story and stand up when their parts of speech are spoken. Variation: The teacher gives out pieces of paper with parts of speech written on them to each student in groups of 4 or 5. Group members tell a joint story using only their assigned parts of speech.

From A to B



The players sit at a table. The cards are spread out in a single layer face down. One student takes a pen and uses it to connect two cards. The second student flips the cards and describes the trip that the characters took: where they came from, where they went on their way, where they arrived, where they are now.

Prepositions of Place



Each card depicts a variety of objects that allow students to practice prepositions. The activity can be done in pairs. For example, partners can engage in the dialogue:

- Where is the bag?
- The bag is in the car!
- Where is the car?
- The car is on the street, and so on.

As a variation, instead of identifying the location of objects, students use prepositions to describe the spatial relationship between them. For example:

- Bag and table.
- The bag is next to the table.
- Table and rug.
- The rug is under the table.

Whose Place is Cooler?



Each student has 10 cards. The teacher places one card on the table and names the location depicted on the card. For example, "a restaurant!" The students take turns placing their cards on the table and saying the location along with a comparison: "I have a stadium, and it's noisier!" "I have a forest, and it's quieter" "I have a street, and it is more dangerous!" "I have a kindergarten, and it's more beautiful."

This Wouldn't Happen If...



Students work in pairs. They draw a card and discuss what led to the situation in the picture using the subjunctive mood. For example, "She would have bought flowers if she hadn't lost the wallet!" "They wouldn't be late if they took the taxi!" "He wouldn't have fallen from the tree if he had used a ladder!"

What Would You Do?



Students work in groups of three. Each group receives a card with an image illustrating a problematic situation. Students practice subjunctive mood, asking each other the question, "What would you do in this situation?" and offering answers and solutions.

A Real Psychic



The goal of this game is to practice past tense. Students are in pairs; one student is a "psychic," and the other – a "client." The psychic sits with their back to the table, while the client sits opposite them. The teacher lays the cards face up on the table. The client is very curious about their past life but skeptical of this psychic's abilities. So, they begin by asking questions about some recent events, such as, "Can you tell me what I did yesterday?" or "What did I do last month?" After each question, the psychic randomly picks a card from the table (in this game O&K cards transform into a tarot deck), and uses it to describe the client's past activities. The question "What did I do in my past life?" is the final one, and after it is answered, the students switch roles.

Alternative (to practice future tense): Students can engage in a role-play scenario where one student acts as a fortune teller and the other as a seeker of predictions. The fortune teller lays out the cards face down on the table. The seeker, eager to learn about their future but skeptical of the fortune teller's abilities, begins by asking questions about their near future plans and aspirations. For instance, the seeker might ask, "What will my career be like in five years?" or "Where will I travel next year?" After each question, the fortune teller randomly selects a card from the table and provides a prediction based on the imagery on the card. The seeker continues to ask questions about various aspects of their future, such as relationships, education, or personal goals. The game concludes after the seeker's final question "What does my future hold overall?" is answered. The students can then switch roles.

Routine or Exception?



Students work in pairs. One student tells a story depicted on a card as if these events happen routinely in their life. For example: "As always, I was late for class. I was late because I went to bed too late, as usual, because I always watch shows before falling asleep..." The student conveys this with an appropriate emotion. For their partner, this situation is completely out of the ordinary, and they tell the story differently. For example: "For the first time in my life, I came to class late! This never happens! I always go to bed around 10, but yesterday..." This activity helps practice verbal aspect in the past tense and time expressions.

What Will Happen Next?



This game helps practice future tense constructions. Divide the class into pairs and assign one student in each pair to be the “optimist” and the other – the “pessimist.” Each pair picks a card. The “optimist” begins by describing the scenario and predicting the most positive outcome using future tense (e.g., “They will find the dog...,” “He will not fall down...,” “They will fix the car and ...”). Then the “pessimist” provides a contrasting prediction, describing the potential negative or worst-case scenario (e.g., “They will never see the dog...,” “He will fall down and break his arm...,” “They won’t be able to fix the car...”). Encourage the pairs to engage in a friendly debate, taking turns to support their optimistic or pessimistic predictions using a variety of future tense verbs. After a set time, the pairs switch roles and repeat the activity with a new card.

Declensions



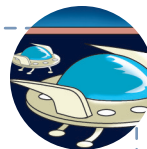
This activity helps practice case functions and endings. It can be done in the course of several lessons. The teacher writes the case to be reviewed, as well as case questions and endings, on the board. Students receive the cards and practice constructing questions and answers using this case. During the next lesson, the teacher adds another case, with case questions and endings, to the board, and students practice using both cases in their questions and answers about the cards. This continues as the teacher adds more cases to the board.

Prepositions



Students work in groups of three. One student gets a card, makes sure that the others don’t see it, and describes the location of 10 inanimate objects in the image using different prepositions. The other two students listen to the description and draw the objects in relation to each other. Afterwards, the group compares the drawings to the original. The student who draws the closest match gets to describe the next card.

Imaginary Spaces



Students work in groups of three. Each group receives a card. One student takes on the role of the girl, while the other two portray the boys. They engage in a dialogue, asking each other questions based on the scenario depicted on the card. To add complexity, introduce a time limit for their dialogue exchange, encouraging quick thinking and spontaneous responses. For an additional challenge, introduce a twist where each group must incorporate a specific emotion or theme into their dialogue, such as excitement, fear, or uncertainty.

SPEAKING and STORYTELLING

These games provide students with a platform to unleash their linguistic creativity by crafting action-packed stories and unpredictable dialogues. Combining vocabulary and grammar knowledge, these games foster fluid communication where students rapidly exchange lines of dialogues and construct compelling narratives.

Two Truths and One Lie



Students pair up and receive one card per pair. One student views the card and describes the picture, stating two truths and one lie about what they see. The student who has not seen the card listens carefully and then identifies which statement is the lie. Variation: The game can be played as a class instead of in pairs. After the student finishes presenting their truth and lie statements, on the count of three, the other students guess which statement was the lie by raising the number of fingers corresponding to the sequence in which the lie statement was made (if the lie was second, they must raise two fingers).

Mystery Object



Students are divided into pairs, and each pair is given a card. One student silently chooses an object on the card. The other student has 10 chances to ask yes-or-no questions to try to identify the object. If the guessing student fails to identify the object after 10 questions, they might receive a fun penalty, such as do a sit up or sing a short song.

Characters



Students are divided into three teams. The teacher assigns a character (found on the cards used in the game) to each team, which then picks a name for the character. The teacher records the three names. The teacher writes the following phrases on the board: – “.. thought:” – “.. said:” – “.. asked:” – “.. answered:” The teacher displays the first card and, after 15-20 seconds, each team must voice the thoughts of their character at the moment captured on the card. Alternatively, a team can pose a question from their character to another team's character. This team has 10 seconds to respond to the question. If a team fails to come up with a thought or a question, its members must do 2-3 squats as a penalty. Similarly, if a team fails to respond to a question (or doesn't hear the question) from another team, its members also perform squats. This encourages the teams to listen to each other. Students cannot repeat thoughts or questions. Each team must make at least one 'move' in response to each card during the game.

Pictionary Word Game



Many teachers are familiar with this classic game where one student explains words written on cards to another student. In our version, however, the words are not written but drawn. A student selects a card and describes an object depicted on the card to their partner until the partner successfully guesses what it is. The cards contain images of 80 locations, and each location features a minimum of 7 objects. This provides ample material for descriptions.

Chronology Game



Students in small groups are given a deck of cards. One student picks a card from the deck and places it in the center of the table. The next student takes another card and places it to the right or to the left of the first card depending on whether, in their opinion, the events on the second card happened before or after those on the first card. The student has to explain their placement of the card. The next student picks another card and places it to the left or the right of the first two cards, and so on. This process continues as students tell a coherent story in chronological order.

How Are You Feeling?



All cards are laid face up on the table. Each student selects a card that matches their current mood. In pairs, students show their card to their partner and explain why that particular image represents their feelings.

Talk Show



Display a card on the projector screen as a backdrop. Select a host for the talk show who will introduce the three characters. The rest of the class will act as the audience, reacting to the stories and asking questions on the host's cue. The activity starts with one person speaking as if they are one of the characters, in a style resembling TV show. For example, "That day I decided that John must jump from the high dive. We had been preparing for this for three years!" Next, a student assigned to be John enters the class. He is unaware of what the previous character has said and tells his own version of events. This pattern continues with the third character. Afterwards, the audience engages with the characters by asking questions and ultimately deciding which version of events is most believable.

Common Threads



Students are divided into small groups and given a set of 3-5 cards. Each group examines the images on the cards to find and discuss any common themes or elements, including objects, actions, emotions, etc., that they observe. After a set amount of time, each group presents their findings to the class, explaining the commonalities they identified and the way they connect the images.

Closest Thing That Happened



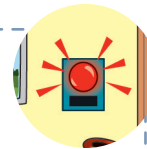
Students work in pairs. Each student receives a card with an image. They must tell a story about a personal experience that closely resembles the situation depicted on the card. Their partner asks questions to find out more details about the experience.

New OK Story



Students are divided into small groups. Each group is given a pack of cards, which is placed face down. Students brainstorm names for the main characters. The first player flips one card, puts it on the table, and starts telling a story. The second player draws the next card, places it to the right of the first card, and continues the story.

Truth or Tale



The teacher adds blank cards to the deck and shuffles it. Students play in groups of three. Each student takes one card and doesn't show it to the others. The players need to describe what they see on their cards. If a player has a blank card, they must pretend that they have a picture card and invent a story. Listeners need to determine whether the player is bluffing or not. After everyone tells their story, the three players count to three and point to the player who they believe has the blank card. All cards are then flipped over. The players who guessed the blank card are rewarded a point.

Optimist or Pessimist



The group is divided into pairs. One partner plays the role of an optimist, and the other – a pessimist. They draw one card from the deck. One player focuses on the positive aspects of the situation on the card, while the other sees only the negative aspects. The players try to convince each other of their viewpoint by providing 2-3 arguments. They switch roles and play a second round.

Animated Pictures



The students are divided into groups of three. Each group receives one card. They have 5 minutes to assign roles and come up with a dialogue. At the start of the game, the students must assume poses of their characters on the card. Then, the students act out their characters' roles, taking turns to improvise and demonstrate the development of the situation.

Photo Album



Many of the OK cards resemble photographs. Students are paired up, and each selects five cards from the deck to represent photos in an album. In this activity, students imagine a scenario where a new acquaintance visits them at home, looks at their photo album, and asks questions like: "Where are you and who are you with? What were you doing there?" They discuss these "photographs" one at a time, and then switch roles.

Glimpse from the Past



Students in groups of three pick a card and play the roles of the characters on the card twenty years later. They look at the picture together and reminisce about their much younger selves in the situation on the card. For example, they might say: "Oh, I remember that you were late because ..." They could also express their regrets: "I wish I bought you flowers that day ..."

Fortunately... Unfortunately...



The students work in pairs divided into optimists and pessimists. The optimist selects a card first and starts telling a story about the characters with the word "Fortunately, ...". The pessimist selects the second card and adds drama by using the phrase "Yes, but unfortunately..." before continuing the story. In a variation of the game, after the pessimist offers their version of the story, a neutral arbitrator or judge evaluates the story and decides whether the optimistic or pessimistic view is stronger or more likely.

Hide and Seek Description



Students are paired up and given a picture card and a blank card. On the teacher's cue, one student covers a section of the picture card with a blank card. The other student then has to guess what is hidden. There are several options. In the basic version, the student guesses only the object(s) hidden. Alternatively, the student covering the image only covers one character, and the other student guesses what that character is doing. In a more detailed version, the student must describe the hidden section as accurately as possible.

Unveiling Illusions



Participants in small groups act as detectives, unveiling the hidden truths behind the facade presented on the card. While the characters may appear to be engaged in one activity, the reality behind the image may be different. For instance, the characters may seem to be playing in the water, but in reality, they are hiding from the police. Or, while they may appear to be contemplating their next vacation, their true thoughts may revolve around moving to another country. Additionally, what appears to be location A might actually be location B. Detectives look at the cards, which function as photographs of the characters, and discuss clues to unveil what they are really doing under the pretense of doing something else.

Real or Fake



Students are divided into small groups and each group receives a card with an image. The group examines the image together and discusses the aspects that seem unrealistic or manipulated, i.e., can such a situation happen in real life, or is it completely made up by the creators of the cards. The groups must come up with a list of reasons why the image can or cannot be considered a fake. They then share their findings with the class, explaining their reasoning. Advanced students continue the discussion by talking about different stereotypes and worldviews.

WRITING

These games are designed to enhance students' writing skills through engaging and structured exercises. These writing tasks build upon the vocabulary and grammatical structures learned earlier, encouraging students to use their knowledge in different written formats.

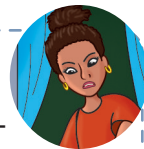
Vocabulary Marathon

Students are divided into pairs. The pairs place one card face up. On the teacher's cue, each partner writes down as many words as they can to describe the objects (or actions, etc.) in the picture. When the time is up, each partner reads their list aloud. The student with the most correct words wins.



Word Match

Students play in pairs. Each pair places one card face up. On the teacher's cue, the partners simultaneously write a word naming one object pictured on the card. If they write the same word, they score a point. It is crucial that students do not plan a strategy before the game; instead, they should name objects intuitively. Pairs have 5-6 attempts per card before getting a new card.



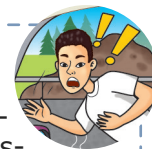
Roll & Write

Students are divided into groups of 3-4. Each student receives a piece of paper. The teacher provides each group with one pen and a dice. The goal is to write as many words as possible about the card, but only those who roll a 5 or 6 are allowed to write. Students draw a card and place it on the table. Then, the first student throws the dice, and if they roll a 5 or 6, they quickly pick up the pen and start writing down the words. Meanwhile, the next student begins rolling the dice. They continue writing until another player also rolls a 5 or 6. As soon as this happens, the last one to roll picks up the pen and writes their words. One round lasts 5 minutes. After that, the students count their words. The student who wrote the most words wins. Then, the students draw the next card, and the game continues.



Do You Remember?

The game is played in pairs. Each student receives 5 cards. They write questions about the cards ("Where is the girl sitting?" "How many paintings are on the wall?" etc.) Then, one student shows a card to their partner who has 10 seconds to memorize it. After that, the first student asks the partner their questions. The teacher determines the number of questions that students are required to ask. For each incorrect answer, the partner must squat or jump once.



Instagram

Students are divided into pairs. Each pair receives one card, a pen, and a sheet of paper. Their task is to "upload this photo to Instagram" by writing 5-7 hashtags (#) or keywords that describe the image.



Snowball

3-4 students sit in a circle. The teacher shows them a card and asks one student to write a short sentence about it, which will be the beginning of a story. The student then passes the paper to someone sitting next to them, who adds one word to it, and so on. Words can be added to any part of the sentence. If a student cannot add a word, they say 'full stop', and the turn goes to the next student. When the resulting sentence is very long, and no one can add any more words, the group gets another card.



Vocabulary Battle



Before the game, students write individual lists of 10-15 words that they want to review. They play in pairs. Each pair draws a card, and partners take turns saying 1-2 sentences about the scene with one or more words from their list in each sentence. Then, they draw the next card. As the players use the words, they cross them out from their lists. The first student to cross out all their words wins the battle.

Whose Perspective?



Students write a story about what is happening in the image from the perspective of: the girl, one of the boys, another character on the card, an animal (if present), a material object. This activity can be assigned as homework. In class the next day, students read their stories aloud, and their classmates try to guess whose perspective is being represented.

What Happened, Is Happening, Will Happen?



Groups of three students are given one card. On a sheet of paper divided into three columns (past, present, future) students write verb forms describing what happened before the moment on the image (past), what is happening in the image (present), and what will happen after the image (future).

Variation: Students work in groups of three. They lay out 3 cards in a row face up. Then, they use past tense to describe events on the card on the left, present tense to describe the middle card, and future tense to describe the card on the right.

Syntax Constructor



The teacher presents a sentence structure. Each student draws a card, writes a sentence according to the structure, and then reads it aloud. For instance, if the structure is "Adjective – Subject – Verb – Object," students might write sentences like "Tired John was cooking dinner" or "The tall girl is eating an apple."

Alibi



In this game, the teacher plays the role of a detective. The teacher distributes O&K cards, one of which is blank, among the students. Then, the teacher gives the group a medium-sized object, for example, a ball, a soft toy, etc. Then, the teacher leaves the room for 30 seconds. During this time, the student with the blank card hides the object somewhere on their person (under the sweater, behind their back, etc.). Upon returning to the room, the teacher-detective announces that the item has been stolen and that everyone is a suspect. Each student then composes a written alibi using their cards to explain where they were and what they were doing at the time of the theft. The student with the blank card makes up a story to give a fake alibi. The teacher-detective needs to figure out who is bluffing and find the thief. Maintaining a certain level of seriousness helps create the right atmosphere for this game.

PICTURE TALK QUESTIONS

Picture Talk questions are designed to engage students in discussion and critical thinking while developing their language skills. The questions are organized according to three proficiency levels: Novice, Intermediate, and Advanced. At each level, the questions progress in complexity, starting with basic identification and description, moving to dialogues and scenario exploration, and culminating in deeper analysis and creative storytelling.

NOVICE

- What is on the card? Who is on the card?
- List all the animate/inanimate, edible/inedible, human-made/natural objects that you see on the card.
- Who is standing/sitting/lying/eating/running?
- Name all [color] objects on the card.
- What clothing items/furniture/animals/... do you see?
- Where is the man/dog/woman/...?
- Describe three objects on the card with adjectives.
- List several actions/verbs that are happening within the scene.
- How many animals/cars/... are there on the card?
- Introduce one person on the card (name, age, nationality, and languages they speak).

INTERMEDIATE

- What are the friends doing?
- How are they dressed?
- What are they talking about? Create a dialogue between the characters.
- What questions can they ask each other?
- What is the weather like?
- What did they do before the scene on the card? What will they be doing after the scene on the card?
- What are they thinking but not saying to each other?
- Do you like these characters? Why?
- What can you say about the characters' personalities based on the picture?
- Do the characters like each other? Why? What is their relationship?

ADVANCED

- What series of events led to the situation on the card, and why?
- What series of events will follow the situation on the card, and why?
- What story about the situation on the card would one of the characters tell their friends later?
- What lessons will the characters learn from the situation on the card, and how will the situation change them?
- Compare the characters' personalities based on what is happening on the card.
- Imagine that you are a local TV station reporter. Give a live report of what is happening in the scene, describing it in detail.
- Do you think the situation on the card is realistic or made up? Why?
- Are there any social problems that the image illustrates? Which ones?
- What problems might the characters face as a result of the situation, and what steps do they need to take to resolve them?
- If you were in the scene, what would you do and why?

