



PICTURE BINGO





Aims of the game

With **Picture Bingo, A1 level** students can learn 100 English key words in an enjoyable and engaging way. The cards can be used in a series of fun games and activities, ideal for playing in the classroom or at home with friends.

Contents

The game contains a pack of 100 cards illustrating objects that relate to different vocabulary topics: *animals, colours, shapes, food, household items, school items, toys, clothes, nature, the weather and means of transport.*

Each card has a picture on one side and the corresponding name printed on the other.

There are also 36 bingo boards for playing Bingo: each board has six pictures on one side and the corresponding names on the other.

Animals

dog
horse
crocodile
rabbit
elephant
butterfly
hen
cat
giraffe
hippopotamus
lion
cow
sheep
fish
frog
monkey
snake
tiger
mouse
zebra

Colours

orange
white
blue
yellow
grey
brown
black
pink
red
green
purple

Shapes

circle
square
rectangle
triangle





Food

orange
banana
biscuits
sweet
carrot
cherry
chocolate
strawberry
ice cream
apple
pear
chicken
tomato
cake
egg
grapes

Household items and school items

wardrobe
couch
window
fridge
lamp
washing machine
bed
book
pen
armchair
door
chair
table
telephone
television
computer

Toys

kite
doll
ball

Clothes

socks
shirt
hat
coat
belt
skirt
gloves
T-shirt
jumper
umbrella
trousers
shoes
scarf
boots

Nature and the weather

tree
rainbow
flower
moon
snow
cloud
rain
sun
star
wind

Means of transport

aeroplane
car
bicycle
motorcycle
ship
train





How to play

Picture Bingo is an enjoyable game to play at home with friends or at school as part of the English lesson. In the classroom it becomes an excellent teaching tool to learn and revise basic English vocabulary.

Before playing the game it is a good idea to do a warm up activity to check the students' knowledge of the words. Put all of the cards on the table, picture side up, dividing them according to the vocabulary topics, thereby creating groups. Then ask the students to name the groups (nature, animals, food, toys etc.) and then to find further groups within the groups (four-legged animals, two-legged animals, farm animals, savoury food, sweet food, fruit...).

At this stage you can ask:

What's the biggest group?

What's the smallest group?

What group has four words?

How many words do you know for each group?

These questions can be used in a quick individual challenge.

Now ask personal questions:

What's the weather like today?

What's your favourite animal?

How do you go to school?

What are you wearing today?

What colour is your classmate's jumper?

Students can answer directly if they know the word, or they can point to or take the card that illustrates the answer.





Games and teaching activities

Here are some ideas for fun teaching activities that are useful for checking students' understanding and introducing simple language structures.

Bingo

Picture Bingo can be played in **four different ways**:

1. Picture-picture

Distribute the bingo boards and put them picture side up in front of each player. Now pick a card, show the picture to the players, and say the word out loud. The players with that picture on their bingo card can cover it up.

2. Word-word

Distribute the bingo boards and put them word side up in front of each player. Now pick a card, show the word to the players, and say the word out loud. The players with that word on their bingo board can cover it up.

3. Picture-word

Distribute the bingo boards and put them picture side up in front of the players. Now pick a card, show the word, and say the word out loud. The players with that picture on their bingo board can cover it up.

4. Word-picture

Distribute the bingo boards and put them word side up in front of each player. Now pick a card, say the word, and show the players the picture. The players with that word on their bingo board can cover it up.



What is it?

Put the pack of 100 cards in the middle of the table with the first card picture side up. Players take turns to pick a card and say the name out loud, without checking the word on the back of the card. The teacher then turns the card over and checks if the player is correct. If the player gives the correct answer, he/she keeps the card. If the player replies incorrectly, he/she puts the card on the bottom of the pile and the next player continues. The player with the most cards at the end of the game is the winner.

Variation for game play with self-correction

In this case, rather than the teacher checking the answer, the other game players confirm if the pronunciation is correct or incorrect. The player who correctly indicates the pronunciation wins the card.

A similar game can be played by placing the pack of cards in the middle of the table with the first card word face up. In this case, the player picks the card and says the equivalent word in their own language. If the answer is correct, the player wins the card. The player with the most cards is the winner. Again, the game can be played using the self-correction version.

Happy families

Before play choose 4 cards from each group (which we can call 'families'). This leaves a pack of 36 cards which are distributed amongst the players. Without showing the others the names or the pictures on their cards, each player tries to obtain from the other players the cards he/she needs to form 'families'. For example, if a player wants to form a family of animals, he/she asks another player: *Have you got the (lion)?* If the player has the card, he/she replies: *Yes, here it is!* If the player hasn't got the card, he/





she replies: *No, I haven't*. This player then continues by asking another player for a card.

The player with the most families is the winner.

Ten questions

Divide the class in two or more groups. Each group chooses a card from the pack and holds the card so that the other groups cannot read the word or see the picture. Each group has to guess each other's card, by asking no more than ten questions. The questions have to be closed style questions where there are only two possible answers: *Yes* or *No*. *Is it an animal? Does it have four legs? Is it an object that you use at school?*

After ten questions, play passes to another group. The group that guesses the most cards, within a time limit, is the winner.

Storytelling

(A game recommended for students with above A1 level)

Before starting the activity choose the cards that you feel are most appropriate to the game.

Put the cards (at least 20-30) on the table so that the players can see the pictures.

A player chooses a card and starts to invent a story containing that picture. For example, if a player picks the card with a picture of a motorcycle, he/she can begin: *There is an old motorcycle in the garage...* or *My friend has got a fantastic motorcycle...* The next player picks a card and uses that card to continue the story. For example, if he/she picks the flower card: *My friend draws yellow flowers on the motorcycle...* or *My friend rides his motorcycle to the florist's to buy flowers...* The stories will inevitably be illogical – that's what makes them fun! Remember that the aim of the game is to include the chosen word.



Written version

Put a selection of cards on the table with the picture sides face up. Then divide the class into groups. Each group writes a story using the pictures on the table. Again, the story doesn't need to have a clear meaning or sense, but each word must be included in the story. The stories can then be read out loud and the players can decide which is the most original story.

*These are just a selection of activities to use with **Picture Bingo**. They are intended as a starting point and you can use the game as you prefer, according to the language level of the class and your own teaching aims. You can develop the game with various activities to help and encourage students as they learn the English language.*

CEFR levels:

Common
European Framework
of Reference
for Languages

A1	Beginner
A2	Elementary
B1	Intermediate
B2	Upper intermediate
C1	Advanced
C2	Proficiency

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