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# Get Going with Grammar

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## Note from the Authors

We are excited about sharing these grammar games with you. Created specifically to encourage students to practise discrete grammar points, these games keep students focused on English language production. In teaching monolingual EFL classes, we have found that students tend to revert to their native language if the task is not specific enough. For this reason, our grammar games require students to use specific language skills. These games are valuable in a hetero-linguistic ESL environment as well, because the common language is still English.

In addition, there is a built-in adaptability component to these games. In our teaching experience, we have often searched through game books for an activity to review grammar elements, only to find that the prepared game doesn't emphasize exactly what we have taught. With our book, you can use the game provided or play one of the suggested variations. Also, for many of our games we have provided templates, which allow you to make your own versions.

We hope that these games will assist you in the classroom, and provide many hours of enjoyable learning for your students. We would love to hear about your experiences using them.

## Notes on Preparation

Many games can be made "permanent" by laminating the boards and cards or mounting them on cardboard. For **place markers**, you can use coins, bottle caps, buttons, coloured plastic pieces or coloured paper clips.

If you do not have **dice**, you can use number boards instead. When it is a student's turn to roll the die, the student closes his eyes and points his finger (or a pencil) on the board. The number he is touching is the number of spaces he moves. The other students in the group watch to ensure the student is not "choosing" the number he wants. When a student lands between numbers, the other students in the group judge which number is closest. Give one board to each group instead of a die. Change the boards from time to time. We have included a sheet of number boards for photocopying.

# Number Boards

6	3	2	1	4	5	3	2	6	1
1	4	5	4	3	6	1	4	2	3
2	5	6	3	1	4	2	6	5	6
5	1	3	2	4	6	5	3	2	4
4	6	1	5	3	2	4	5	6	1
3	2	5	1	4	3	6	1	4	5
2	5	3	6	1	4	5	3	2	1
1	4	2	3	5	6	3	1	6	4
6	3	5	4	1	2	4	3	5	2
3	6	4	1	2	5	6	2	1	3

2	1	6	5	3	4	2	6	1	5
1	3	5	4	1	2	6	5	2	3
6	4	2	1	6	3	5	2	6	4
3	5	1	3	2	6	4	1	5	2
5	2	6	4	5	1	3	6	4	5
2	1	4	3	1	5	6	4	1	3
4	6	3	2	5	1	4	5	6	2
2	3	1	5	6	4	2	3	4	5
1	4	2	6	3	5	1	6	2	3
6	5	4	3	2	1	3	2	4	6

3	2	5	6	1	4	3	1	6	5
5	6	4	1	3	6	5	2	4	1
1	3	5	2	4	1	6	1	3	5
4	1	6	3	5	1	2	6	5	4
2	4	1	4	2	3	1	3	1	2
6	5	2	5	6	2	4	5	2	3
5	1	3	4	1	5	3	4	1	6
2	3	6	2	6	3	2	6	2	3
1	4	5	3	4	5	1	5	4	1
5	6	3	4	2	1	6	3	6	2

3	6	5	1	4	2	6	5	3	1
1	4	2	4	6	3	1	4	5	6
5	2	3	6	1	4	5	3	2	3
2	1	6	5	4	3	2	6	5	4
4	3	1	2	6	5	4	2	3	1
6	5	2	1	4	6	3	1	4	2
5	2	6	3	1	4	2	6	5	1
1	4	5	6	2	3	6	1	3	4
3	6	2	4	1	5	4	6	2	5
6	3	4	1	5	2	3	5	1	6

2	6	1	4	3	5	2	1	6	4
6	3	4	5	6	2	1	4	2	3
1	5	2	6	1	3	4	2	1	5
3	4	6	3	2	1	5	6	4	2
4	2	1	5	4	6	3	1	5	4
2	6	5	3	6	4	1	5	6	3
5	1	3	2	4	6	5	4	1	2
2	3	6	4	1	5	2	3	5	4
6	5	2	1	3	4	6	1	2	3
1	4	5	3	2	6	3	2	5	1

1	2	4	6	3	5	1	3	6	4
4	6	5	3	1	6	4	2	5	3
3	1	4	2	5	3	6	3	1	4
5	3	6	1	4	3	2	6	4	5
2	5	3	5	2	1	3	1	3	2
6	4	2	4	6	2	5	4	2	1
4	3	1	5	3	4	1	5	3	6
2	1	6	2	6	1	2	6	2	1
3	5	4	1	5	4	3	4	5	3
4	6	1	5	2	3	6	1	6	2

2	3	6	5	4	1	3	6	2	5
5	4	1	4	3	2	5	4	6	3
6	1	2	3	5	4	6	2	1	2
1	5	3	6	4	2	1	3	6	4
4	2	5	1	3	6	4	1	2	5
3	6	1	5	4	3	2	5	4	1
6	1	3	2	5	4	1	3	6	5
5	4	6	3	1	2	3	5	2	4
2	3	1	4	5	6	4	3	1	6
3	2	4	5	6	1	2	6	5	3

3	1	5	6	2	4	3	5	1	6
1	2	6	4	1	3	5	6	3	2
5	4	3	1	5	2	6	3	5	4
2	6	1	2	3	5	4	1	6	3
6	3	5	4	6	1	2	5	4	6
3	1	4	2	1	6	5	4	1	2
4	5	2	3	6	1	4	6	5	3
3	2	1	6	5	4	3	2	4	6
1	4	3	5	2	6	1	5	3	2
5	6	4	2	3	1	2	3	4	5

4	2	1	6	5	3	4	5	6	1
1	6	3	5	4	6	1	2	3	5
5	4	1	2	3	5	6	5	4	1
3	5	6	4	1	5	2	6	1	3
2	3	5	3	2	4	5	4	5	2
6	1	2	1	6	2	3	1	2	4
1	5	4	3	5	1	4	3	5	6
2	4	6	2	6	4	2	6	2	4
5	3	1	4	3	1	5	1	3	5
1	6	4	3	2	5	6	4	6	2

# Quantifier Quest

**Learning objective:** To display knowledge of quantifiers by selecting the appropriate quantifier for the sentence on the game board.

**Game objective:** To be the first player to use all his/her cards or to arrive back at the Start square after going once around the board.

**Organization:** Played in small groups.

## Preparation:

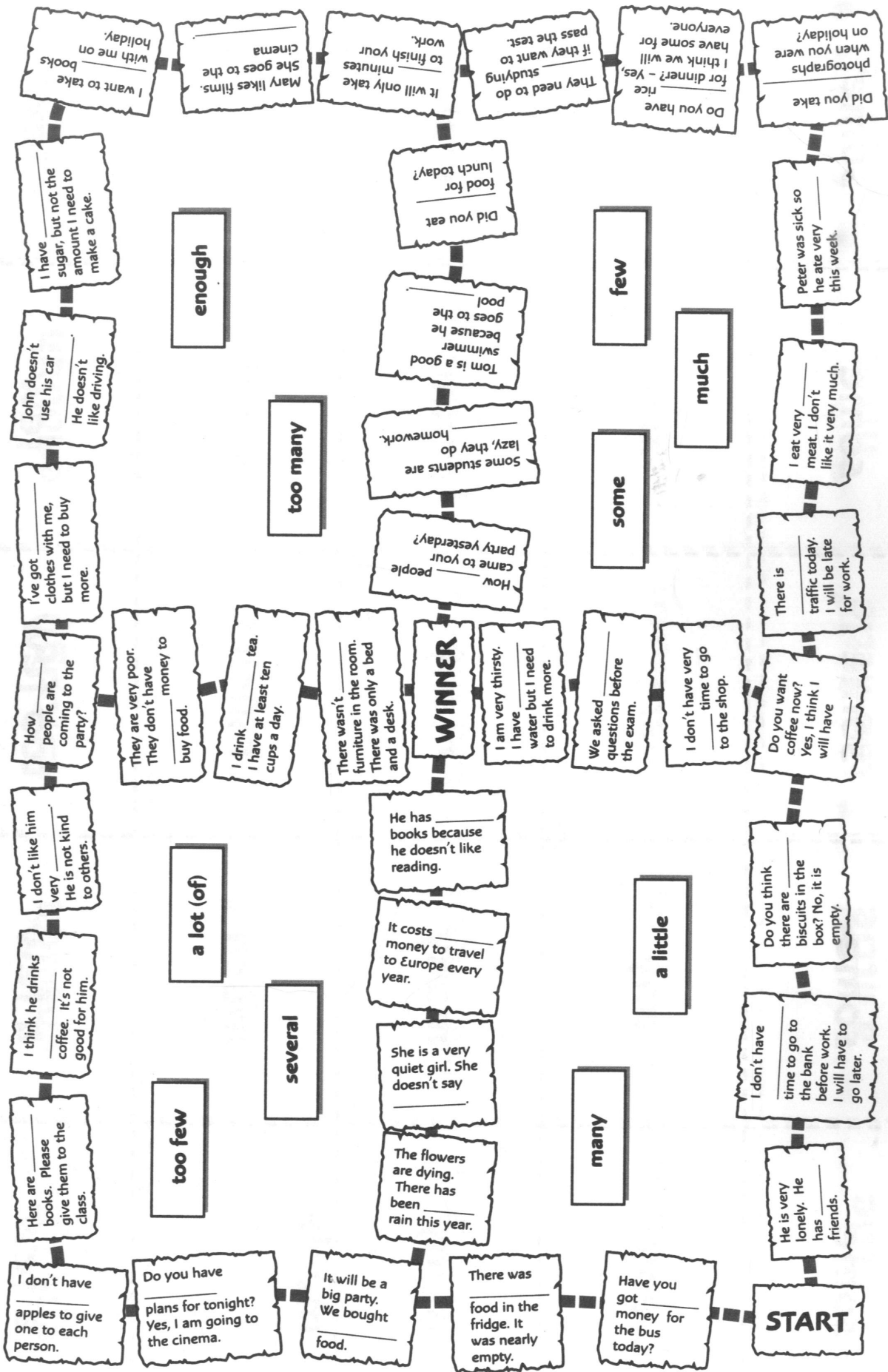
1. Copy one deck of cards and one game board for each group.
2. Provide a die for each group and a place marker for each student.

**Description of the game:** The deck of cards is shuffled, and each player receives six cards. In turn, each student throws a die and moves the corresponding number of spaces. He/She then tries to complete the sentence on the game board using one of the quantifier cards he/she has in his/her hand. If the sentence is correct, the student takes a new card from the deck, and play passes to the next student. If the sentence is incorrect, or a logical sentence cannot be made, the student takes two cards from the deck as a penalty. Play continues until all the cards have been played, or until no further correct sentences can be made.

## Rules:

1. Deal six cards to each player.
2. The first student to play rolls a die, moves the corresponding number of spaces and tries to make a sentence using one of his/her quantifier cards.
3. If you make a correct sentence, take a new card from the deck and let the next student play.
4. If the match is incorrect, take two new cards from the deck as a penalty, and let the next student play.
5. You can challenge a sentence made by another student. If the sentence is incorrect, the student returns to the original square and takes the two cards as a penalty.
6. Play continues until all the cards are played, no correct sentences can be made, or a player arrives back at the Start square after going once around the board.

**Note:** Blank boards have been provided on pages 10 and 11 for you or groups of students to create new *Quantifier Quest* boards.



**WINNER**

**START**

# Quantifier Quest – Cards

some	some	some	some	some
any	any	any	any	any
many	many	many	many	many
much	much	much	much	much
a few	a few	too few	few	few

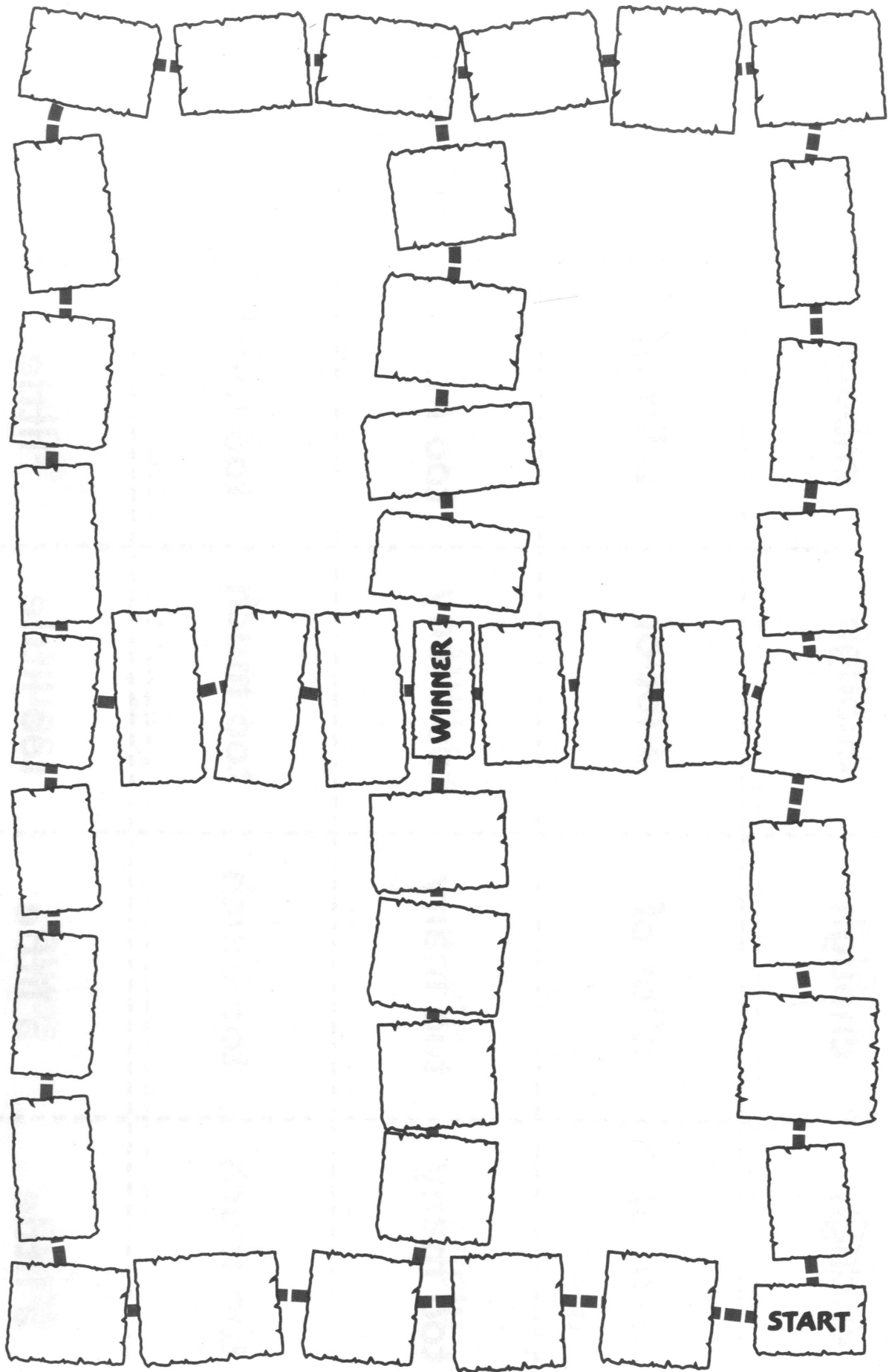


# Quantifier Quest – Cards

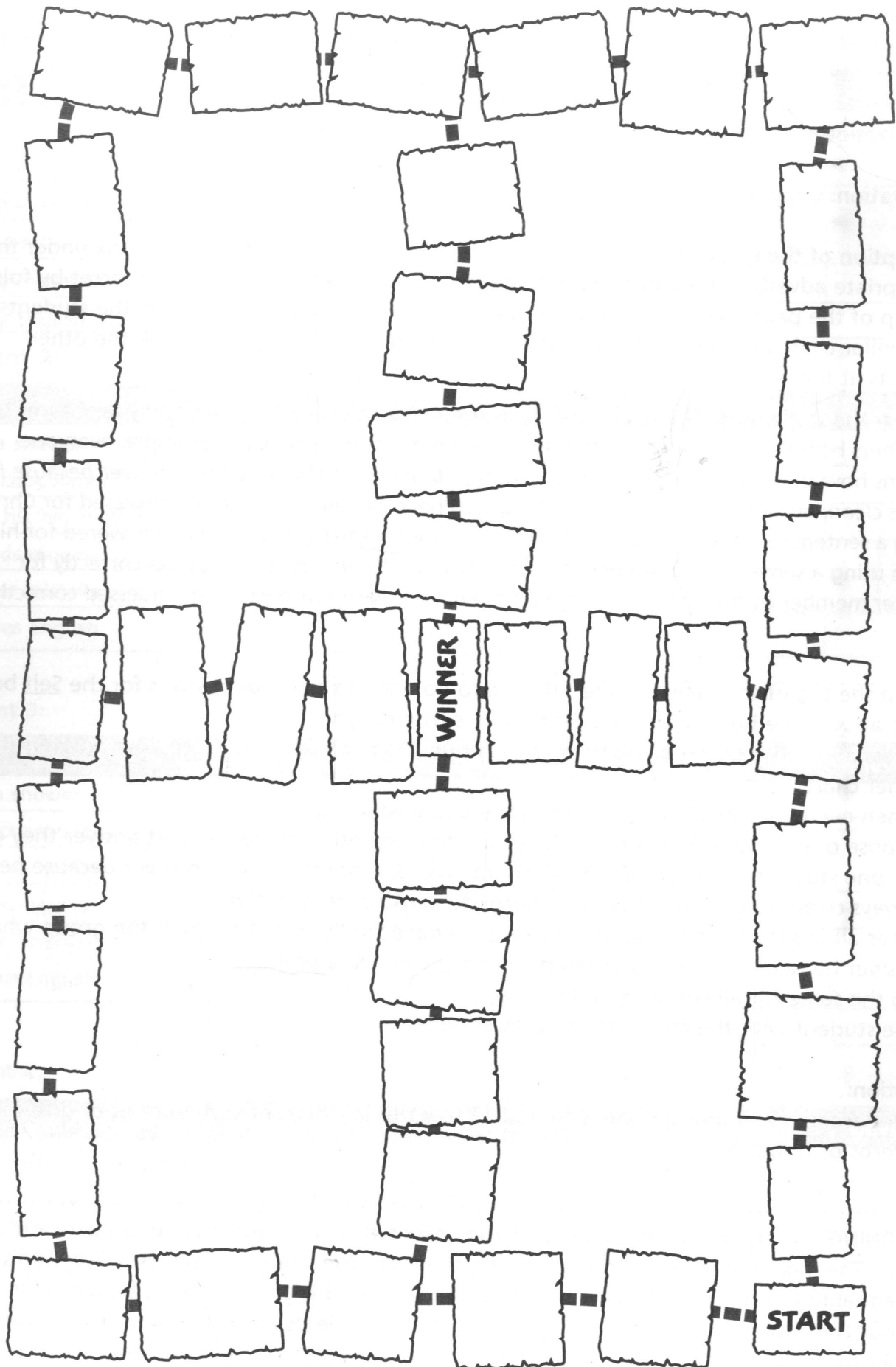
1.3

enough	enough	enough	enough	enough
a lot of	a lot of	a lot of	a lot of	a lot of
too many	too many	too many	too many	too many
too much	too much	too much	too much	too much
a little	a little	too little	too little	little

# Quantifier Quest – Template



# Quantifier Quest – Template



# How Often Do You Think About Me?

**Learning objective:** To make sentences with adverbs of frequency.

**Game objective:** To try to guess correctly how often other students in the class do things. The student with the most matches wins.

**Organization:** Played in small groups of 3–4 students.

**Preparation:** Copy one survey sheet for each student.

**Description of the game:** Students fill in the chart labelled Self by ticking the box under the appropriate adverb of frequency. Each student should keep his/her answers a secret by folding the top of the paper over so no one can see what he/she has answered. Then the students fill in a similar chart for each member of the group by guessing. They do not ask the other students at this time.

After the students have filled in the charts for all members of the group, they take turns telling the others how they answered for the other members of the group. For example, everyone explains how they answered for Chris by saying, *I think Chris always takes a shower because he is always clean*, etc. After the students in the group have explained how they answered for Chris (using a sentence with an adverb of frequency), Chris tells the group how he answered for himself (again using a sentence with an adverb of frequency). When a student guesses correctly for another member of the group, he/she wins a point for each sentence he/she guessed correctly.

## Rules:

1. Fold the top of the paper on the fold line so no one can see your answers for the Self box .
2. Put an X in the box under the adverb that is true for you.
3. Guess about the other members of your group. Do not ask them! Place your answers in the other charts.
4. When everyone has filled in all the charts, share your answers.
5. Choose one student. Everyone in the group tells the other students what answer they gave for one student. For example, tell Chris, *I think Chris always takes a shower because he is always clean. And Chris never eats chocolate because he is so thin.*
6. After all the students tell what answers they gave for "Chris", Chris tells the group what answer he really has. If you guessed correctly, you win a point.
7. Do the same for all students in the group.
8. The student with the most correct guesses wins!

## Variation:

- There are blank boards on pages 14 and 15 to write in different verb phrases or different adverbs of frequency.

**WARNING:** What makes this game fun is the potential teasing students can do with each other. The more controversial the questions, the more fun students have. However, it also has potential to hurt sensitive students' feelings. Therefore, this game can only be played in a supportive classroom environment, and it is better if students can make their own groups rather than assigning them, even if it means more groups of smaller numbers.

# How Often Do You Think About Me?

2.1

Self:

(fold line)

	always	usually	sometimes	rarely	never
have a shower					
eat chocolate					
call my mother					
spend money					
make mistakes					
study English					

Student 2:

	always	usually	sometimes	rarely	never
has a shower					
eats chocolate					
calls his/her mother					
spends money					
makes mistakes					
studies English					

Number correct: \_\_\_\_\_

Student 3:

	always	usually	sometimes	rarely	never
has a shower					
eats chocolate					
calls his/her mother					
spends money					
makes mistakes					
studies English					

Number correct: \_\_\_\_\_

Student 4:

	always	usually	sometimes	rarely	never
has a shower					
eats chocolate					
calls his/her mother					
spends money					
makes mistakes					
studies English					

Number correct: \_\_\_\_\_

# How Often Do You Think About Me? – Template

2.2

(fold line)

**Self:**


**Student 2:**


**Student 3:**

Number correct: \_\_\_\_\_


**Student 4:**

Number correct: \_\_\_\_\_


Number correct: \_\_\_\_\_

**Photocopiable**

# How Often Do You Think About Me? – Template

2.3

(fold line)

**Self:**


**Student 2:**


**Student 3:**

Number correct: \_\_\_\_\_


**Student 4:**

Number correct: \_\_\_\_\_


Number correct: \_\_\_\_\_

# You're It, Aren't You?

**Learning objective:** To practise adding the correct tag question to a statement.

**Game objective:** To play all of the cards in a student's hand before other students play their cards.

**Organization:** Played in small groups of 3–5 students.

**Preparation:**

1. Copy a board and a set of tag ending cards for each group.
2. Provide a die for each group and a place marker for each student.

**Optional:** Copy the rules sheet for each group or put the rules on the board.

**Description of the game:** Each small group of students mixes the tag ending cards and distributes them equally to each student in the group. Extra cards are set aside. Each student places his/her place marker in any shaded corner space. In turn, each student rolls a single die and moves in any direction, looking for a square that will allow him/her to play a tag ending card from his/her hand. The first part of the question is in the squares on the board. The second part is on each card. The sentence must be correct grammatically. For example, to play a card that reads *aren't they?*, the student may land on the space marked *The children are cute* or *They are hungry*. If a student lands on a space where he/she is unable to play a card, he/she forfeits his/her turn. The first student to play all of his/her cards wins.

**Rules:**

1. Begin by placing your marker on any one of the four shaded corner spaces.
2. Roll the die and move in any direction. The space must touch horizontally or vertically – not diagonally.
3. You must land on the space in an exact die roll. If you roll '3', you must move three spaces, not two or one.
4. If you do not have a card to finish the sentence begun in the space, you must wait for your next turn to play again.
5. If you have a card to finish the sentence begun in the space, read the complete tag question and place your card face down on the table.
6. If you make an incorrect tag question and the other students tell you, you may not put your card down and you lose your next turn.

**Variation:**

- There are three different boards with matching tag ending cards.



## You're It, Aren't You?

### Rules:

1. Begin by placing your marker on any one of the four shaded corner spaces.
2. Roll the die and move in any direction. The space must touch horizontally or vertically – not diagonally.
3. You must land on the space in an exact die roll. If you roll '3', you must move three spaces, not two or one.
4. If you do not have a card to finish the sentence begun in the space, you must wait for your next turn to play again.
5. If you have a card to finish the sentence begun in the space, read the complete tag question and place your card face down on the table.
6. If you make an incorrect tag question and the other students tell you, you may not put your card down and you lose your next turn.

### Rules:

1. Begin by placing your marker on any one of the four shaded corner spaces.
2. Roll the die and move in any direction. The space must touch horizontally or vertically – not diagonally.
3. You must land on the space in an exact die roll. If you roll '3', you must move three spaces, not two or one.
4. If you do not have a card to finish the sentence begun in the space, you must wait for your next turn to play again.
5. If you have a card to finish the sentence begun in the space, read the complete tag question and place your card face down on the table.
6. If you make an incorrect tag question and the other students tell you, you may not put your card down and you lose your next turn.

### Rules:

1. Begin by placing your marker on any one of the four shaded corner spaces.
2. Roll the die and move in any direction. The space must touch horizontally or vertically – not diagonally.
3. You must land on the space in an exact die roll. If you roll '3', you must move three spaces, not two or one.
4. If you do not have a card to finish the sentence begun in the space, you must wait for your next turn to play again.
5. If you have a card to finish the sentence begun in the space, read the complete tag question and place your card face down on the table.
6. If you make an incorrect tag question and the other students tell you, you may not put your card down and you lose your next turn.

### Rules:

1. Begin by placing your marker on any one of the four shaded corner spaces.
2. Roll the die and move in any direction. The space must touch horizontally or vertically – not diagonally.
3. You must land on the space in an exact die roll. If you roll '3', you must move three spaces, not two or one.
4. If you do not have a card to finish the sentence begun in the space, you must wait for your next turn to play again.
5. If you have a card to finish the sentence begun in the space, read the complete tag question and place your card face down on the table.
6. If you make an incorrect tag question and the other students tell you, you may not put your card down and you lose your next turn.

## Present Tense

isn't it?	isn't she?	don't you?	aren't they?	isn't he?	does he?	doesn't she?
doesn't she?	isn't it?	are we?	is it?	does she?	aren't they?	doesn't she?
isn't it?	doesn't she?	aren't we?	isn't he?	is it?	does she?	doesn't he?
aren't you?	doesn't he?	isn't it?	isn't she?	haven't you?	isn't it?	doesn't he?
does she?	aren't they?	isn't she?	doesn't he?	is he?	isn't it?	is it?
isn't it?	isn't it?	doesn't he?	are we?	is it?	aren't we?	aren't they?
don't you?	isn't he?	aren't we?	don't you?	isn't it?	isn't he?	don't we?
don't you?	don't you?	isn't he?	hasn't she?	isn't it?	isn't he?	are we?
isn't he?	doesn't she?	doesn't she?	isn't it?	isn't he?	doesn't she?	isn't it?

## Present Tense

This class is interesting,	That woman is pretty,	You play soccer,	The people are busy,	That teacher is good,	Robert doesn't shave,	That actress is beautiful,	You help me a lot,	His wife cooks well,	The car is red,
Your aunt dances well,	The bus is later than usual,	This game is easy,	We are going to the party,	We aren't going now,	Your watch is slow,	May goes to every party,	The children are cute,	Ed needs a wife,	Jill has three children,
Nancy loves to read,	The concert is excellent,	Sandy doesn't like me,	You have a good dentist,	You are bringing the lemonade,	The news isn't good,	John is here today,	This computer isn't fast,	Peter isn't very tall,	We are bringing games,
You have this book,	John isn't very happy,	The doctor is very attractive,	Barbara drives a car,	Chris doesn't drive,	John is here today,	Jennifer doesn't smoke,	English is easy to learn,	Mary has a cat,	Judy is pregnant,
She reads in English,	They are angry,	The blackboard is clean,	The manager is nice,	You paint very well,	Joe is home tonight,	Tom is absent today,	The train isn't on time,	The smoke is thick in here,	Janey has a pet dog,
Laura has a job,	Rick takes the bus to work,	You are a fast typist,	David comes late every day,	We aren't there yet,	Maria lives in Syria,	Bill is lost in the school,	Fred swims in a team,	Tim is a civil engineer,	
We aren't going to the gym,	You play basketball,	We aren't eating there,	You have many classes,						
They are hungry,	The weather is nice today,								

## Present and Past Tense

isn't it?	isn't she?	didn't you?	weren't they?	wasn't he?	did he?	isn't she?
does she?	wasn't it?	are we?	is it?	is she?	don't you?	isn't she?
isn't it?	does she?	aren't we?	wasn't he?	is it?	does she?	wasn't he?
wasn't it?	didn't he?	is he?	doesn't she?	haven't you?	are we?	didn't he?
has she?	aren't they?	isn't it?	did he?	is he?	isn't it?	is it?
isn't it?	aren't we?	didn't he?	aren't we?	does she?	weren't they?	doesn't she?
didn't you?	isn't he?	aren't we?	wasn't he?	wasn't it?	wasn't he?	isn't he?
aren't you?	haven't you?	wasn't he?	hasn't she?	wasn't he?	wasn't he?	are we?
don't you?	doesn't she?	don't you?	wasn't it?	didn't he?	hasn't she?	aren't they?

## Present and Past Tense

This class is interesting,	Your aunt doesn't dance well,	Nancy loves to read,	You have been to France,	She reads English,	Laura has been to China,	We aren't going yet,	They are hungry,
That woman is pretty,	This game is easy,	Sandy doesn't like me,	The concert was good,	John isn't very happy,	Rick drove to work,	You used to play basketball,	The weather is nice today,
The people were busy,	We aren't going to tell him,	The bus is later than usual,	They are angry,	Rick drove to work,	You used to play basketball,	We aren't going yet,	They are hungry,
That teacher was good,	We are going now,	You have been here before,	You are bringing the lemonade,	Chris didn't play,	You paint well,	The manager was nice,	David came late,
Robert didn't call,	Your watch is slow,	The news isn't good,	John was here yesterday,	Barbara doesn't smoke,	Joe was home last night,	Bill was lost there,	Fred used to swim in a team,
That actress is beautiful,	This computer isn't fast,	We are going to bring cups,	Mike had an accident,	The train isn't on time,	The smoke was thick there,	Janey has seen this before,	Tim was a civil engineer,
You help me a lot,	The children are cute,	Peter isn't very tall,	We are going to bring cups,	Mike had an accident,	Judy is pregnant,	The smoke was thick there,	Janey has seen this before,
His wife doesn't cook well,	Ed got married last year,	Jill has been to Mexico,	The car was red,	Judy is pregnant,	The smoke was thick there,	Janey has seen this before,	Tim was a civil engineer,

## Present Tense, Past Tense and Modals

isn't it?	isn't she?	didn't you?	weren't they?	wasn't he?	did he?	can't she?
can't you?	isn't it?	should we?	is it?	can she?	aren't they?	hasn't she?
isn't it?	does she?	shouldn't we?	does she?	is it?	doesn't she?	didn't he?
wasn't it?	didn't he?	is he?	can't she?	doesn't she?	weren't they?	didn't he?
can she?	aren't they?	isn't she?	did he?	wasn't he?	isn't it?	is it?
isn't it?	shouldn't we?	didn't he?	weren't they?	can she?	shouldn't we?	isn't she?
didn't you?	isn't he?	shouldn't we?	can't you?	wasn't it?	wasn't he?	should we?
can't you?	haven't you?	wasn't he?	hasn't she?	wasn't he?	wasn't he?	should we?
can't you?	didn't he?	haven't you?	wasn't it?	didn't he?	hasn't she?	aren't they?

## Present Tense, Past Tense and Modals

The car was red,	His wife can't cook well,	You can help me,	That actress can sing,	Robert didn't call,	That teacher was good,	The people were crowded,	You used to play football,	That woman is pretty,	This class is interesting,
Ed got married last year,		The children are cute,		Your watch is slow,			This game is easy,		Your aunt can't dance,
Jill has been to Mexico,	Peter isn't very tall,	This computer isn't fast,	May can't come to my party,	The news isn't good,	We should go now,	We shouldn't tell him,	Sandy doesn't like me,	The bus is later than usual,	Nancy loves to read,
	We should bring cups,		John was here yesterday,		You have been here before,		The concert was good,		You have been to France,
	Mike had an accident,		Barbara doesn't smoke,		You can bring the lemonade,	Jennifer can drive a car,	John isn't very happy,	They are angry,	She can't read English,
Judy is pregnant,	The train isn't on time,	English is easy to learn,	Joe was home last night,	Chris didn't play,		The doctor is very attractive,		Rick drove to work,	
The smoke was thick there,		Tom was absent yesterday,		You can paint,	We should call him,	The blackboard was clean,	Frank is a good student,	You used to play basketball,	Laura has been to China,
Janey has seen this before,		Bill was lost there,			The manager was nice,		You can type fast,		We shouldn't go,
Tim was a civil engineer,	The dogs were loud,	Fred used to swim in a team,	Maria lives in Syria,	We shouldn't be late,	David came late,	You have tried this before,	We should eat more fruit,	The weather is nice today,	They are hungry,

# Checkerboard Chatter

**Learning objective:** To practise forming the comparative and superlative forms of adjectives.

**Game objective:** To move the students' playing pieces to the opposite side of the board, retaining as many playing pieces as possible (as in standard checkers).

**Organization:** Played in pairs, or teams of two players.

## Preparation:

1. Copy one board for each pair or group of students.
2. Provide 12 playing circles and a coin for each side. (Playing pieces are all the same colour for one side, and the two sides have different colours.)

**Description of the game:** In turn, each side moves a playing piece diagonally. After selecting the square, the player tosses the coin. If the coin lands on "heads", the student must form the comparative form of the adjective on which he/she has landed. If the coin lands on "tails", the student must form the superlative form of the adjective. If the form is correct, the player takes another turn. (The maximum number of consecutive turns is two.) If the form is incorrect, the player returns to the square from which he/she moved, and play passes to the other side. A player can jump a playing piece of the opponent by jumping and then making the applicable form of both the jumped square and the landing one, based on the coin toss. (Both forms must be correct in order to claim the square and remove the opponent's playing piece.) Play continues in turn, until all the pieces for one side have reached the other end of the board. The side with the most playing pieces remaining is the winner.

## Rules:

1. Only one side plays at a time.
2. In turn, move a playing piece diagonally. After selecting the square, toss the coin.
3. If the coin lands on "heads", form the comparative form of the adjective on which you have landed. If the coin lands on "tails", form the superlative form of the adjective.
4. If the form is correct, have another turn. (The maximum number of consecutive turns is two.)
5. If the form is incorrect, return to the square from which you moved – play passes to the other side.
6. You can jump a playing piece of the opponent by jumping and then making the applicable form of both the jumped square and the landing one after the coin toss. (Both forms must be correct in order to claim the square and remove the opponent's playing piece.)
7. The other players judge the correctness of the form. (The teacher can judge, if necessary.)
8. After a maximum of two turns, play passes to the other side.
9. Play continues in turn, until all the pieces for one side have reached the other end of the board. The side with the most playing pieces remaining is the winner.

## Variations:

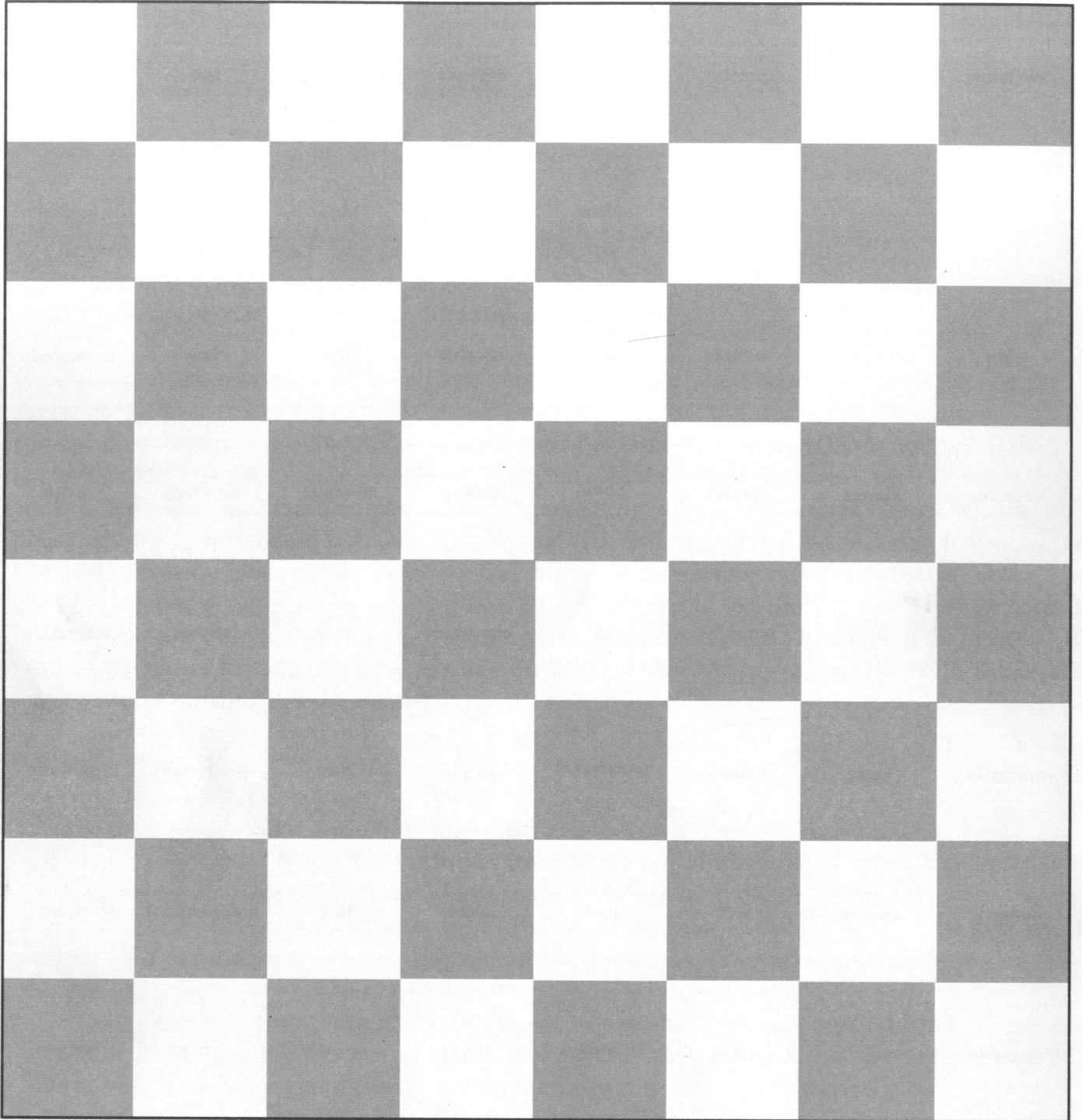
- Have students make sentences with the word forms.
- Use the blank checkerboard template to practise any formation you choose.



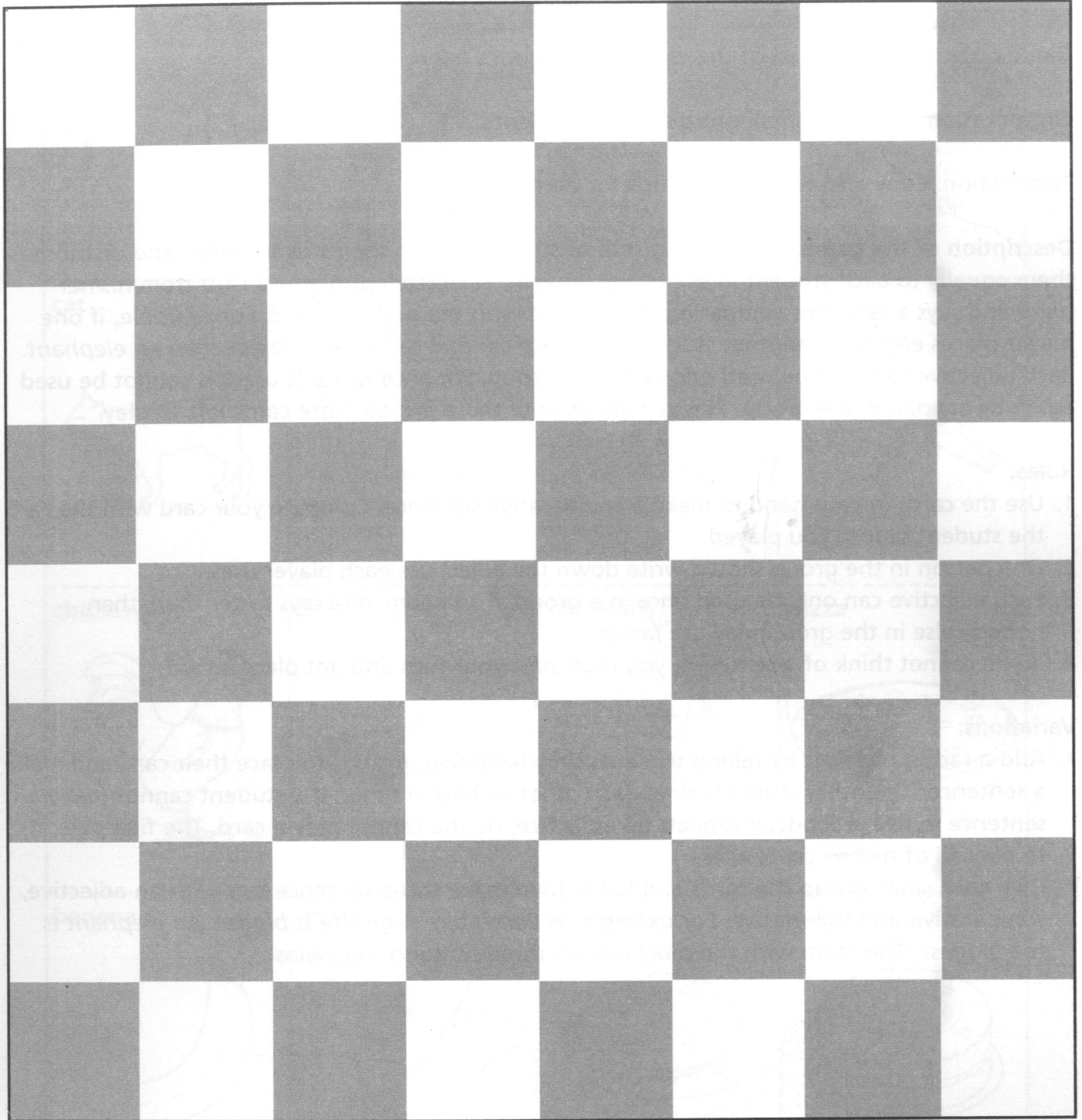
# Checkerboard Chatter

different	sad	pretty	new	difficult	comfortable	hot	hard
old	noisy	possible	warm	positive	high	near	logical
thin	expensive	white	easy	careful	fine	clear	dangerous
creative	sweet	careful	good	sleepy	obvious	common	small
ugly	slow	beautiful	full	important	poor	strong	attractive
interesting	clear	hungry	wonderful	young	blue	prominent	general
empty	special	soft	bad	slow	few	independent	short
capable	new	quick	friendly	afraid	narrow	long	simple

# Checkerboard Chatter – Template



# Checkerboard Chatter – Template



# Comparing Cards

---

**Learning objective:** To practise making comparative sentences.

**Game objective:** To play all of the cards in a student's hand.

**Organization:** Played in small groups of 3–5 students.

**Preparation:** Copy and cut a set of cards for each group.

**Description of the game:** Each small group of students mixes the cards together and distributes them equally to each student in the group. In turn, each student places a card from his/her hand and says a sentence comparing his/her card with the previous card. For example, if one player places *elephant*, another student can place *car* and say *A car is faster than an elephant*. Each adjective can only be used once within a group. So, once *faster* is used, it cannot be used again by anyone in the group. Play continues until there are no more cards left to play.

## Rules:

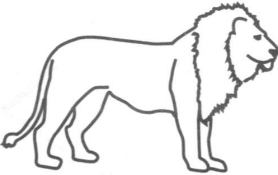
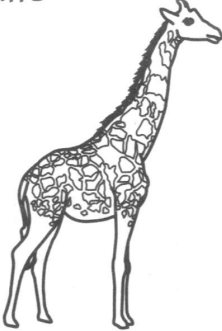
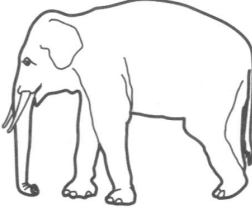
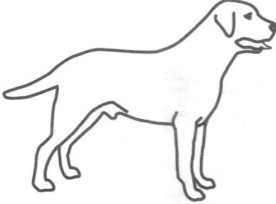
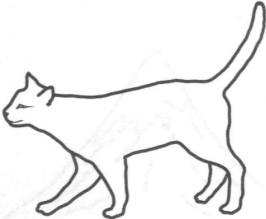
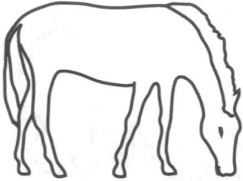

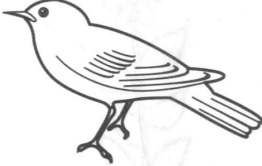

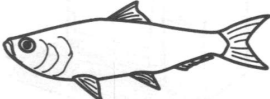

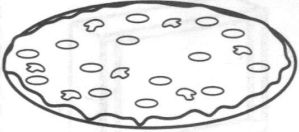
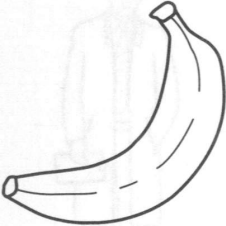
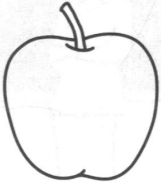
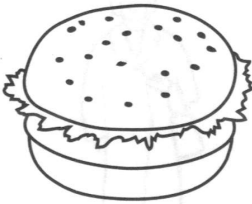
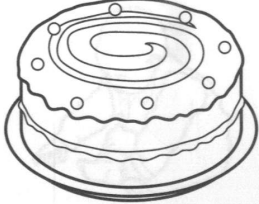
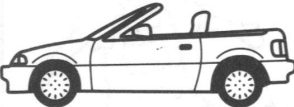


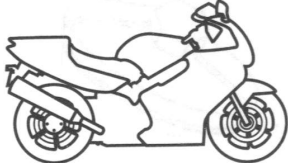
1. Use the cards in your hand to make a comparative sentence. Compare your card with the card the student before you played.
2. One person in the group should write down the adjectives each player uses.
3. Each adjective can only be used once in a group. If someone else says *faster than*, then nobody else in the group may use *faster*.
4. If you cannot think of a sentence, you must pass your turn and not place a card.

## Variations:

- Add a racing element by telling students they have five seconds to place their card and make a sentence. The other students time each other or have a timer. If a student cannot make a sentence in five seconds or repeats an adjective, he/she cannot play a card. The first person to play all of his/her cards wins.
- Give each small group the cards and have them make three-sentence sets with an adjective, comparative and superlative. For example: *A lion is big. A giraffe is bigger. An elephant is the biggest*. The team with the most correct three-sentence sets wins.

# Comparing Cards

5.1

lion 	giraffe 	elephant 	dog 
cat 	horse 	fly 	bird 
chicken 	fish 	ice-cream 	pizza 
banana 	apple 	hamburger 	cake 
car 	bicycle 	yacht 	motorcycle 

# Comparing Cards

5.2

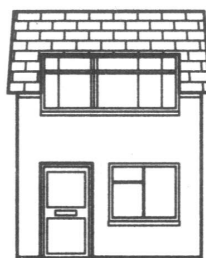
aeroplane



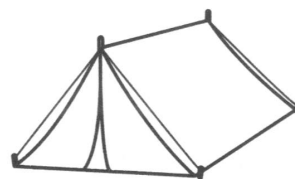
train



house



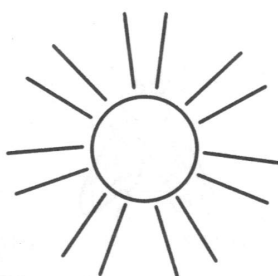
tent



flower



sun



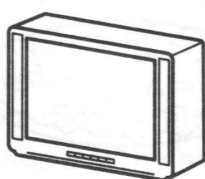
tree



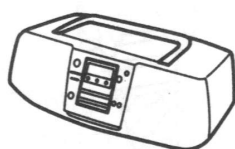
mountain



television



stereo



computer



mobile phone



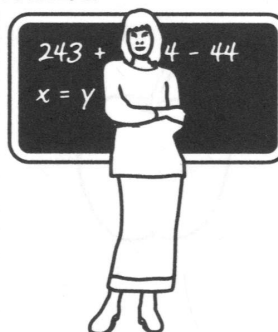
baby



grandmother



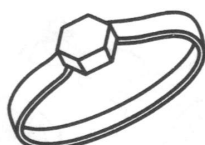
teacher



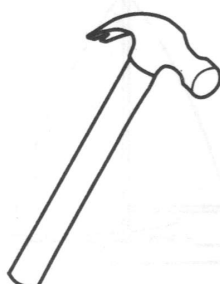
doctor



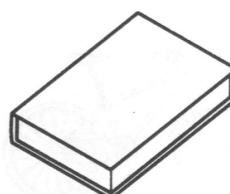
diamond ring



hammer



book



doll





# Model Modals

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**Learning objective:** To practise asking and answering questions with modals.

**Game objective:** To be the first to reach the end of the trail while asking and answering questions along the way.

**Organization:** Played in small groups of 3–5 students.

**Preparation:**

1. Copy one board for each group.
2. Provide a die for each group and a place marker for each student.

**Description of the game:** Students place their markers on the Start arrow. In turn, each student rolls the die and moves along the board. Students read the questions they land on. They must either ask a question, answer a question or ask another student to do something *Could you do me a favour?*. Students must use modals in their questions and answers.

**Rules:**

1. If you land on a question, you must answer the question using a modal.
2. If you land on a *May I ask you a question?* space, ask any student a question using a modal.
3. If you land on a *Could you do me a favour?* space, ask any student to do something for you (staying within the classroom), using a modal. Be polite!

**Variation:**

- Photocopy the board into an extra-large size or use an OHP to play the game in a small class.



# Model Modals

START

What will you do this weekend?

What must you do to pass this class?

What can you do to help your family?

What would you do with a horse?

How should you treat a lady?

May I ask you a question?

What might you do next year?



Roll the die and move your marker. When you land on a space, read the question aloud and answer it honestly.

\* When you land on *May I ask you a question?*, you may ask anyone else a question.

\* When you land on *Could you do me a favour?*, you may ask anyone to do something for you.

What should you eat more?

What can a person see in your hometown?

When will you stop studying English?

How should you punish a child?

May I ask you a question?

How could a person learn faster?

What can you do really well?

How must you act at work?

How could you help your country?

What could you do to have more money?

FINISH

What could you do tonight?

Why should you take this game seriously?

How could a person stay happy?

How might you improve yourself?

Where will you eat dinner tomorrow?

What would you do with a new car?

What must a man do in a family?

Could you do me a favour?

Could you do me a favour?

What must you do in your job?

Could you do me a favour?

What must a woman do in a family?

Where might you go after class?

How could you be a better person?

How must a teacher act?

What will you do next week?

What can you do that is funny?

What should a son do for his father?

What do you wish you could do?

What might happen in the next class?

To whom could you be nicer?

Who may be your friend after this class?

Use a modal in your answers and questions!  
\*You should be nice ... you never can guess where your classmate will land next!

Where would you live if you were rich?

How could you be a better student?

Where might you live in 10 years' time?

What will you do if you pass this class?

May I ask you a question?

What might help you reach your goals?

What might stop you from achieving your goals?

Who may get the best grade in this class?

# Talking Tenses

**Learning objective:** To practise a variety of verb tenses.

**Game objective:** To be the first person to play all of his/her cards correctly.

**Organization:** A group of 4–5 students is best, to maximize the number of turns and allow for adjudication of student answers, but you can work with a smaller or larger group, if desired.

**Preparation:** Copy the card sheets provided, giving one complete deck of cards to each group. (The deck consists of cards displaying various verb tenses.) There are also *Change Verb Tense* cards in the deck that allow the student to change from the current verb tense to another, if desired.

**Description of the game:** Each student is dealt five cards, face down. The remaining cards are placed face down in the middle of the circle, and the top card is turned over. This becomes the first verb tense to be played. If a *Change Verb Tense* card is turned over, the dealer can determine the first verb tense to be played. The student to the right of the dealer plays first. If the student has a verb tense card that corresponds to the verb tense in play, the student puts the card on top of the played cards, and makes a sentence using the verb on the card. The subject can be chosen by the player, provided it fits the verb form on the card (e.g., correct 3rd-person singular for the present tense). If the verb tense is correct, the subject matches the form, and the sentence is correct, the student draws another card and plays again. When the student has no more cards for that verb tense, no *Change Verb Tense* card, or makes an error, play passes to the next student.

## Rules:

1. Deal four cards to each player, face down.
2. Place the remaining cards in the middle of the circle.
3. Turn over the top card on the deck to determine the first verb tense and put it beside the deck.
4. The student to the right of the dealer plays first. Only one student plays at a time.
5. If you have a verb tense card in your hand that corresponds to the verb tense in play, put the card on top of the play card beside the deck, and make a sentence using the verb on the card. You can choose a subject to fit the verb form.
6. The other players judge the correctness of the sentence. (The teacher can judge, if necessary.)
7. If the verb tense is correct, the subject matches the form, and the sentence is correct, draw another card and play again. If the sentence is incorrect, withdraw the played card and take a penalty card from the deck.
8. You can use a *Change Verb Tense* card at any time to change the verb tense that is in play.
9. When you have no more cards for that verb tense, no *Change Verb Tense* card, or make an error, play passes to the next student.
10. Play continues until a player has no more cards left.

## Variation:

- You can limit the verb tenses used in the game by eliminating one or more of the verb card sheets, based on the level and ability of the students.

# Talking Tenses – Cards

7.1

**sings**

**laughs**

**talks**

**sees**

**sells**

**puts**

**throw**

**shake**

**build**

**eat**

**meet**

**sleep**

**ran**

**began**

**felt**

**cried**

**met**

**lost**

**saw**

**threw**

**heard**

**blew**

**sent**

**sat**

**will do**

**will fly**

**will  
park**

**will  
think**

**will  
come**

**will find**

**will  
hold**

**will  
bring**

**will  
keep**

**will ask**

**will  
have**

**will be**

**has  
played**

**has  
taken**

**have  
seen**

**have  
talked**

**has  
taught**

**has  
been**

**have  
bought**

**have  
flown**

**has run**

**has lost**

**have  
drawn**

**have  
gone**

**is  
coming**

**is  
beating**

**is  
finding**

**is  
getting**

**are  
leaving**

**are  
shining**

**are  
leading**

**are  
cutting**

**am  
having**

**am  
eating**

**am  
doing**

**am  
going**

**was  
taking**

**was  
seeing**

**was  
sitting**

**was  
going**

**were  
buying**

**were  
driving**

**were  
eating**

**were  
falling**

























**was  
putting**

**was  
telling**

**were  
leaving**

**were  
making**



 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>
 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>
 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>
 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>
 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>
 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>	 <b>Change Verb Tense</b>

# Getting across the Board

**Learning objective:** To practise forming the past tense from present tense verbs.

**Game objective:** To be the first to get across the board by changing the sentences into the past tense. Players make a trail across the board, either horizontally or vertically. The boxes must be touching, e.g.:

A	A			A
		A	A	

	B			
		B		
			B	
		B		
	B			

**Organization:** Played in pairs, or teams of 2–3 players.

**Preparation:** Copy one board for each pair, or so that two small teams have one board between them.

**Description of the game:** Hand out one board between two teams. Teams (or pairs) are divided into Team A and Team B. A team wins a cell by calling the block they want (e.g., A2 or C4). One student from the team must then change the sentence into the past tense correctly. If the student is correct, the team may put its letter (A or B) in the block. The other team can challenge if the sentence is correct or not. If one team makes an incorrect sentence, they may not place their letter in the cell. The teacher arbitrates any disputes. Each team tries to get across the board, but also tries to block the other team from connecting their sides. Teams block by winning a cell in the way of the other team's path. In the following example, B wins.

A	B	A	A	B
	A	B	A	
		B		
	B	A		
	B			

## Rules:

1. You may call any cell on the board that does not already have a letter on it.
2. You win a cell by correctly changing the present tense sentence into the past tense.
3. Try to block the other team from reaching the other side of the board.
4. Cells must be touching to form a line across the board.

## Variations:

- Divide the class into two teams. Copy the board onto a transparency. Play the game with the teacher acting as monitor.
- Any kind of transformation activity could be written into the blank board.

## Getting across the Board – Past Tense

**A**

**B**

**C**

**D**

**E**

**1**

He is young.

Do you know?

I am not going.

They come to the party.

Are you sure?

**2**

They aren't loud.

I like to play football.

Does she eat chocolate?

Do you drink milk?

He dances really well.

**3**

Does she play the piano?

Are they busy?

She drives a car.

He studies a lot.

They like music.

**4**

We watch television.

He is short.

I am tired.

She isn't ugly.

Do you like to play games?

**5**

I write in English.

I don't drive.

He reads French.

She cooks well.

You don't sing.

## Getting across the Board

E

D

C

B

A

1

2

3

4

5



# What Did You Do Last Night?

---

**Learning objective:** To recognize verb patterns and practise answering questions in the past, present and present perfect tenses.

**Game objective:** To match all of the correct answers to the questions.

**Organization:** Played in pairs, small groups or as a class.

**Preparation:** Copy a question board and a set of answer cards for each group. This could be pairs, small groups or one board and a set of cards for a class of 28 or less.

**Description of the game:** Students try to place the answer cards on the question board so the answers match the questions both logically and grammatically. This could be a race to see which team successfully matches all the questions and answers first, but it doesn't need to be a race.

## Rules:

1. Place the correct answer cards on top of the questions on the board. Be careful of verb tenses!
2. When you have finished, ask your teacher to check your answers.

## Variations:

- Make an overhead transparency of the question board. Work as a class to match all the answers. Cross the questions off the board as the answers are found.
- **Bus Stop:** Give each student an answer card. All students start standing. Read the questions slowly. When a student thinks his/her question has been read, he/she shouts *Stop the bus*. He/She reads his/her answer. If his/her question and answer match, he/she may get off the bus (He/She can sit down).
- Cut the answer cards and the question board so that both sheets are card sets (without a board). Take only enough matching question and answer cards for members of your class. For example, if you have a class of 16, have eight answer cards and eight question cards. These eight questions and answers should match each other. Give the cards out randomly to your class. Students walk around reading their cards until they find their matches. This is a good way to form pairs for another activity.

# What Did You Do Last Night?








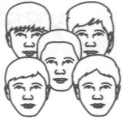




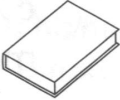









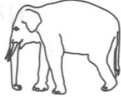
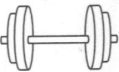




9.1

## Question Board

1. What did you do last night?	2. Where do you go every week?	3. Where did she go this weekend?	4. Has she been to Europe?
5. Where were you yesterday?	6. What did you do for him?	7. What does she do every night?	8. How many brothers does she have?
9. Where are you now?	10. Where was she yesterday?	11. What time do you eat?	12. How long have you lived there?
13. What has she taken?	14. What do you do every morning?	15. Where have you been all afternoon?	16. What does she do every morning?
17. When did you tell him?	18. What do you do every evening?	19. How long has she lived here?	20. What time does she leave work?
21. Where is she?	22. What did she do for him?	23. Where did you go this weekend?	24. Where does she go every week?
25. Have you visited Europe?	26. What did she do last night?	27. Where has she been today?	28. What classes have you taken?

# What Did You Do Last Night?

## Answer Cards

<p>I called my grandmother yesterday evening.</p> 	<p>Every Sunday, I go to my sister's house.</p> 	<p>She visited her mother this weekend.</p> 	<p>She's gone to France since she was a girl.</p> 
<p>I was at the office all day yesterday.</p> 	<p>I bought him a cake.</p> 	<p>She puts her children to sleep.</p> 	<p>She has five!</p> 
<p>I'm at home.</p> 	<p>Yesterday she was in the beauty salon.</p> 	<p>At noon, I eat lunch.</p> 	<p>I've lived there for two years.</p> 
<p>She's taken the book.</p> 	<p>I eat breakfast.</p> 	<p>I've been at the doctor's surgery for three hours!</p> 	<p>She goes to school every morning.</p> 
<p>I told him on Thursday.</p> 	<p>I cook dinner for my family.</p> 	<p>She's lived here since 2000.</p> 	<p>She goes home at 4:00.</p> 
<p>She's at the mall.</p> 	<p>She made him a birthday cake last year.</p> 	<p>This weekend I went to the zoo.</p> 	<p>She goes to the gym every Saturday.</p> 
<p>I've visited Italy twice.</p> 	<p>Last night, she watched television.</p> 	<p>She's been at the cinema all day.</p> 	<p>I've taken many art classes.</p> 





# How Good Have You Been?

**Learning objective:** To practise answering present perfect questions.

**Game objective:** To reach the end of the trail by answering questions and following where the answer leads.

**Organization:** Played in pairs or small groups of 2–4 students.

## Preparation:

1. Copy one board for each group.
2. Provide a place marker for each student.

**Description of the game:** Students begin in the first space: *Have you ever been scared?* If the student says *Yes*, he/she moves his/her marker in the direction of the Y. If the student says *No*, he/she moves his/her marker in the direction of the N.

For lower-level students, simply answering *Yes, I have* or *No, I haven't* is sufficient. For more advanced students, they should discuss each answer, rather than just saying *Yes* or *No*. (Remember that students may begin the answer with *Yes, I have* or *No, I haven't*, but the discussion following the question will often be in the past simple tense.)

## Rules:

1. Answer the question in the square. If your answer is *No, I haven't*, follow the arrow with the N to the next question. If your answer is *Yes, I have*, follow the arrow with the Y to the next question.
2. Tell the story of what happened.
3. Be honest. No one is perfect!

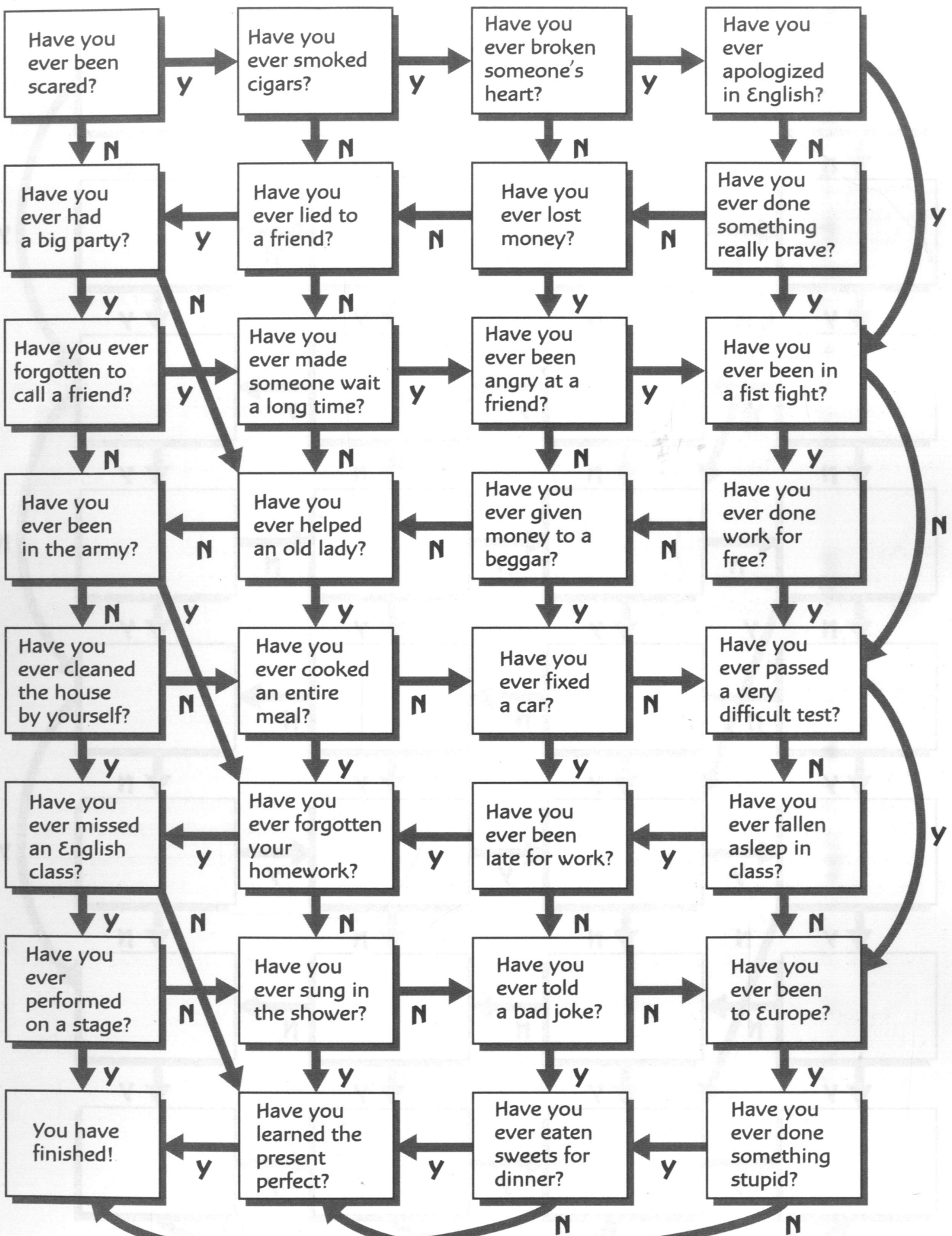
## Variations:

- After playing the game in class, have students write their own questions on a blank board. Play again with the students' questions.
- Create a class board by asking students what questions they would like to ask their classmates. Brainstorm questions the day before, then provide a game for them the next day by writing their questions on the blank board.

**WARNING:** This game asks questions that may be taboo in some societies. It is intended to initiate conversation. However, only you as a teacher can determine if the questions are too controversial in your classroom. If this is the case, make your own board, using the blank board provided on page 52.

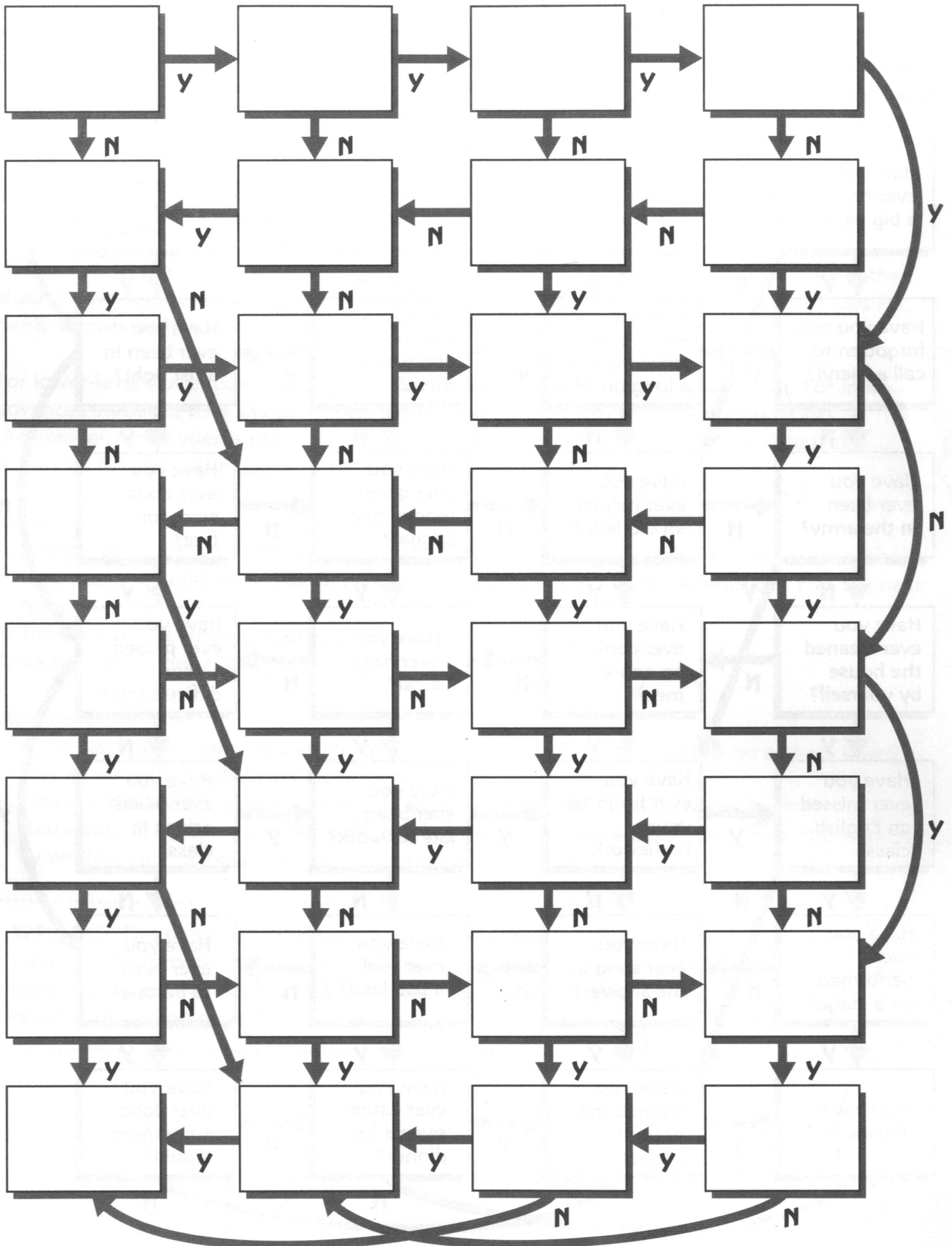
# How Good Have You Been?

10.1



If you don't believe your partner's answer, challenge him or her!

# How Good Have You Been? – Template



If you don't believe your partner's answer, challenge him or her!



# Spoons

**Learning objective:** To recognize the correct verb tenses.

**Game objective:** To collect cards with the correct verb tenses of an irregular verb.

**Organization:** Played in large groups.

## Preparation:

1. Prepare one series of verb cards for each player. (A series of verb cards is the four 3rd-person singular verb tenses for one verb, e.g., *buys, bought, has bought, and is buying.*)
2. There are 16 verbs. So if you have 12 players, only prepare 12 series of cards. If you have more than 16 students, duplicate some of the series.

**Hint:** This game works best with groups of 16 or smaller. For large classes, consider dividing the class into two groups, e.g., for 24 students, divide the class into 12 and 12, and copy two sets of cards with 12 series of verb cards each.

**Description of the game:** Each large group of students mixes the pack of cards and deals them face down to each student. Each student in the group should have four cards. Students look at the cards they receive and decide which verb they will collect. This may change as the game is played.

At the same time, all students pass one card that they do not want to the left and pick up a new card from the person on their right. All students will have four cards at all times – discarding left and picking up right. **Note:** *It is easier to say Change or Pass at the same time so all students are in sync.*

Students look at their new card and decide if they want to keep it or not. If the student likes it, he/she puts it in his/her hand and chooses another card to pass. If the student doesn't want that card, he/she can keep it and pass another card or pass the same card to the left.

A student tries to get all four correct forms of the verb. When a student has all correct forms of the one series of verb cards, he/she calls out *Verbs* and shows the cards face up for the other students to see. If the student has all four correct forms, he/she wins a point. If the student makes a mistake, he/she loses a point. All other students do not win or lose. The pack is reshuffled and the students play again until one student has five points.

## Rules:

1. Do not show anyone your cards. Decide which verb you want to collect. (This may change.)  
Do not tell anyone.
2. Pass a card you do not want face down to the left.
3. Pick up the new card from the right.
4. If the new card is one you want, place it in your hand and pass another card to the left.
5. If it is a card you do not want, you can keep it or pass it to the left.
6. When you have all four correct forms of the verb, shout out *Verbs*, and place your cards down so everyone can see them.
7. If you have all four correct cards, you win a point.
8. If you have a wrong card, you lose a point.
9. Play again and again until one student has five points.

**Variation:**

- This game is an educational version of *Spoons*. You can also play it like the game *Spoons*. For each large group, place spoons in the middle of the group. You should have the number of players minus one spoon, i.e. if you have 12 players, you should have 11 spoons. When a student has all the correct cards, instead of shouting *Verbs*, the student takes a spoon. Other students who see this, race to also take a spoon. The student without a spoon loses a point. The person who loses five points is out of the game.

**Note:** If a student grabs a spoon first but does not have the correct cards, he/she loses two points.

**buys**

**bought**

**has  
bought**

**is  
buying**

**takes**

**took**

**has  
taken**

**is  
taking**

**rings**

**rang**

**has rung**

**is  
ringing**

**teaches**

**taught**

**has  
taught**

**is  
teaching**



sings	sang	has sung	is singing
leaves	left	has left	is leaving
swims	swam	has swum	is swimming
catches	caught	has caught	is catching

**says**

**said**

**has said**

**is saying**

**is**

**was**

**has been**

**is being**

**breaks**

**broke**

**has  
broken**

**is  
breaking**

**keeps**

**kept**

**has kept**

**is  
keeping**

**drinks**

**drank**

**has  
drunk**

**is  
drinking**

**goes**

**went**

**has gone**

**is going**

**pays**

**paid**

**has paid**

**is paying**

**sells**

**sold**

**has sold**

**is selling**

# Gerunds and Infinitives Game

**Learning objective:** To recognize verbs that require a gerund or an infinitive.

**Game objective:** To play all of the cards in a student's hand before other students play their cards.

**Organization:** Played in small groups of 3–5 students.

**Preparation:**

1. Copy a board and the gerund and infinitive cards for each group.
2. Provide a die for each group and a place marker for each student.

**Optional:** Copy the rules sheet for each group or put the rules on the board.

**Description of the game:** Each small group of students mixes the gerund and infinitive cards together and distributes them equally to each student in the group. Extra cards are set aside. Each student places his/her place marker on the Start star space. In turn, each student rolls a single die and moves in any direction, looking for a square he/she can complete using a card in his/her hand. The first parts of the sentences are in the squares on the board. The second parts are on the cards.

The sentence must be correct grammatically, as well as being logical with regard to meaning. For example, if a student lands on *My mother enjoys*, he/she may complete the sentence with *going shopping* or *visiting family*, but none of the infinitive cards are acceptable. Some combinations may be challenged. For example, it is questionable that the student's mother enjoys *cleaning the house!*

If a student lands on a space where he/she is unable to play a card, he/she forfeits his/her turn. The first student to play all of his/her cards wins.

**Rules:**

1. Start on the star. Roll the die and move in any direction.
2. Complete the sentence by reading aloud the words in the box and choosing one card from your hand. The card must match the box with correct grammar and meaning.
3. If the other students agree that the card matches, place the card in the box marked *Place used cards here*.
4. If you cannot make a sentence with your cards, or your sentence is not correct, you must keep your card and the next student may roll the die.
5. The first student to play all of his/her cards wins.

**Variations:**

- Add an element of competition. If a student catches another student making a mistake, the student who gave the wrong answer must pick up all the discarded cards.
  - There is one board with the answers in the middle of the board and one without.
  - You may put your own sentences in the blank board provided in order to practise using gerunds and infinitives that you are studying in your class.
- Note:** This may mean you have to change some of the gerund and infinitive cards to ensure the sentences are logical in meaning.

## Gerunds and Infinitives Game

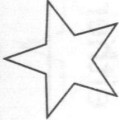
This game is for 3–4 people.

1. Mix and give an equal number of cards to each person.
2. Start on the ★. Roll the die and move in any direction.
3. Complete the sentence by reading aloud the words in the box and choosing one card from your hand. The card must match the box with correct grammar and meaning.
4. If the other students agree that the card matches, place the card in the box marked *Place used cards here*.
5. If you cannot make a sentence with your cards, or your sentence is not correct, you must keep your card and the next student may roll the die.
6. The first student to play all of his/her cards wins.


This game is for 3–4 people.

1. Mix and give an equal number of cards to each person.
2. Start on the ★. Roll the die and move in any direction.
3. Complete the sentence by reading aloud the words in the box and choosing one card from your hand. The card must match the box with correct grammar and meaning.
4. If the other students agree that the card matches, place the card in the box marked *Place used cards here*.
5. If you cannot make a sentence with your cards, or your sentence is not correct, you must keep your card and the next student may roll the die.
6. The first student to play all of his/her cards wins.

## Gerunds and Infinitives Game

<b>PLACE USED CARDS HERE</b>				
I suggest 	My aunt plans	My brother hates	My cousin offered	You should consider
The students decided	The lady prefers			
The class will continue	The writer needs	My mother enjoys	My father learned	I can't afford
The teacher will try	Give one card to the person on your right.	I avoid		
The workers finished		My brothers stopped	Give one card to the person on your left.	
I like	My sister wants	My best friend promised		The student forgot
My uncle hopes	Let's start	I don't mind		
The large group expects	My parents recommend			

## Gerunds and Infinitives Game

<b>PLACE USED CARDS HERE</b>				
I suggest 	My aunt plans	My brother hates	My cousin offered	You should consider
The students decided	The lady prefers			
The class will continue	The writer needs	My mother enjoys	My father learned	I can't afford
The teacher will try	I avoid			
The workers finished	Give one card to the person on your right.			
I like	Give one card to the person on your left.			
The large group expects	Words that take infinitives: <i>decide, offer, try, need, learn, afford, plan, hope, expect, promise, forget</i>			
My uncle hopes	Words that take gerunds: <i>enjoy, consider, finish, suggest, avoid, recommend, mind</i>			
My parents recommend	Words that take either gerunds or infinitives: <i>like, hate, start, prefer</i>			
Let's start	My best friend promised	I don't mind	The student forgot	



## Gerunds and Infinitives Game

**PLACE USED  
CARDS HERE**




## Gerunds and Infinitives Game

to go shopping.	to swim.	to study English.	to work.
to cook dinner.	to eat French food.	to clean the house.	to drive a car.
to buy a new jacket.	to have a meeting.	to write a paper.	to go to the movies.
to do homework.	to help my mother.	to call a friend.	to go home late.
to ride a bicycle.	to have a party.	to read a book.	to visit my family.

## Gerunds and Infinitives Game

going shopping.	swimming.	studying English.	working.
cooking dinner.	eating French food.	cleaning the house.	driving a car.
buying a new jacket.	having a meeting.	writing a paper.	going to the movies.
doing homework.	helping my mother.	calling a friend.	going home late.
riding a bicycle.	having a party.	reading a book.	visiting my family.

# A Ladder Was Taken

**Learning objective:** To practise forming passive and active voice sentences.

**Game objective:** To be the first to reach the end of the board (space 40).

**Organization:** Played in small groups of 3–5 students.

## Preparation:

1. Copy one board for each group.
2. Provide a die for each group and a place marker for each student.

**Description of the game:** Students place their place markers on the Start arrow. In turn, each student rolls the die and moves along the board. If a student lands on a grey square (odd numbers), he/she must make an active voice sentence. If he/she lands on a white square (odd numbers), he/she must make a passive voice sentence. If a student lands on a square with the top of a snake, he/she must follow the snake to the lower square. If a student lands on a square with the bottom of a ladder, he/she may follow the ladder to the higher square if he/she makes a correct active voice sentence. If a student forms an incorrect sentence at any time and the other students "catch" him/her, he/she must start again on the Start arrow. The first student to reach square number 40 and make a correct sentence wins.

## Rules:

1. Begin on the Start arrow. Roll the die and move the number on the die.
2. Make a sentence from the words on the board. If you land on a grey square, make an active voice sentence. If you land on a white square, make a passive voice sentence.
3. If you land on a snake, follow the snake down to the lower square.
4. If you land on a ladder, you may follow the ladder up if you make a correct sentence.
5. If you make a wrong sentence, move your place marker back to Start. Check the other students' sentences. If they are wrong, send them back to Start!

## Variations:

- Specify a particular tense as well as active and passive voice. For example, only past tense active and passive voice sentences.
- Use the blank board to write your own words. Use the board for other types of sentences.

# A Ladder Was Taken

this activity (finish)  40	You stole the money!  39	race (win) quickly  38	Emma (cook) dinner  37	both computers (sell)  36
Lorna (sing) a short song  31	the puzzle (finish)  32	Richard (receive) a letter  33	the play (show) in the city  34	You lost the key!  35
the classroom windows (close)  30	Sandy (solve) the problem  29	a prize (earn)  28	the teacher (teach) the class  27	a book (write)  26
you (finish) the puzzle  21	Barb and Bob (marry)  22	Sue (take) chocolate  23	the key (lose)  24	Paula (drive) the bus  25
a loud noise (hear)  20	Dawn (drink) the milk  19	the washing machine (fix)  18	Pat (take) photos  17	the lights (turn on)  16
Mona (run) a race  11	the door (open)  12	You broke the glass!  13	painting (draw) in 1760  14	You (write) a book  15
a poem (read) aloud  10	Jenny (brush) her hair  9	English (speak) here  8	Randy (play) music  7	money (steal)  6
you (earn) a prize  1 START →	the last piece of cheese (eat)  2	Chris (give) a speech  3	a glass (broke)  4	Dave (throw) a ball  5

# A Ladder Was Taken – Template

40	39	38	37	36
31	32	33	34	35
30	29	28	27	26
21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5

START →



# Preposition Pyramid

**Learning objective:** To practise making sentences using a variety of prepositions correctly.

**Game objective:** To claim the most prepositions in the pyramid by using each one correctly in a sentence.

**Organization:** Played in small groups of 3–4 students.

## Preparation:

1. Copy one Preposition Pyramid board for each group.
2. Provide three or four different coloured pencils for each group, one for each student.

**Description of the game:** In turn, each student selects a preposition on the game board and composes a sentence using that preposition. If the sentence is correct, the student claims that triangle, colouring it with his/her colour. Play continues in turn until all the prepositions in the pyramid have been claimed.

## Rules:

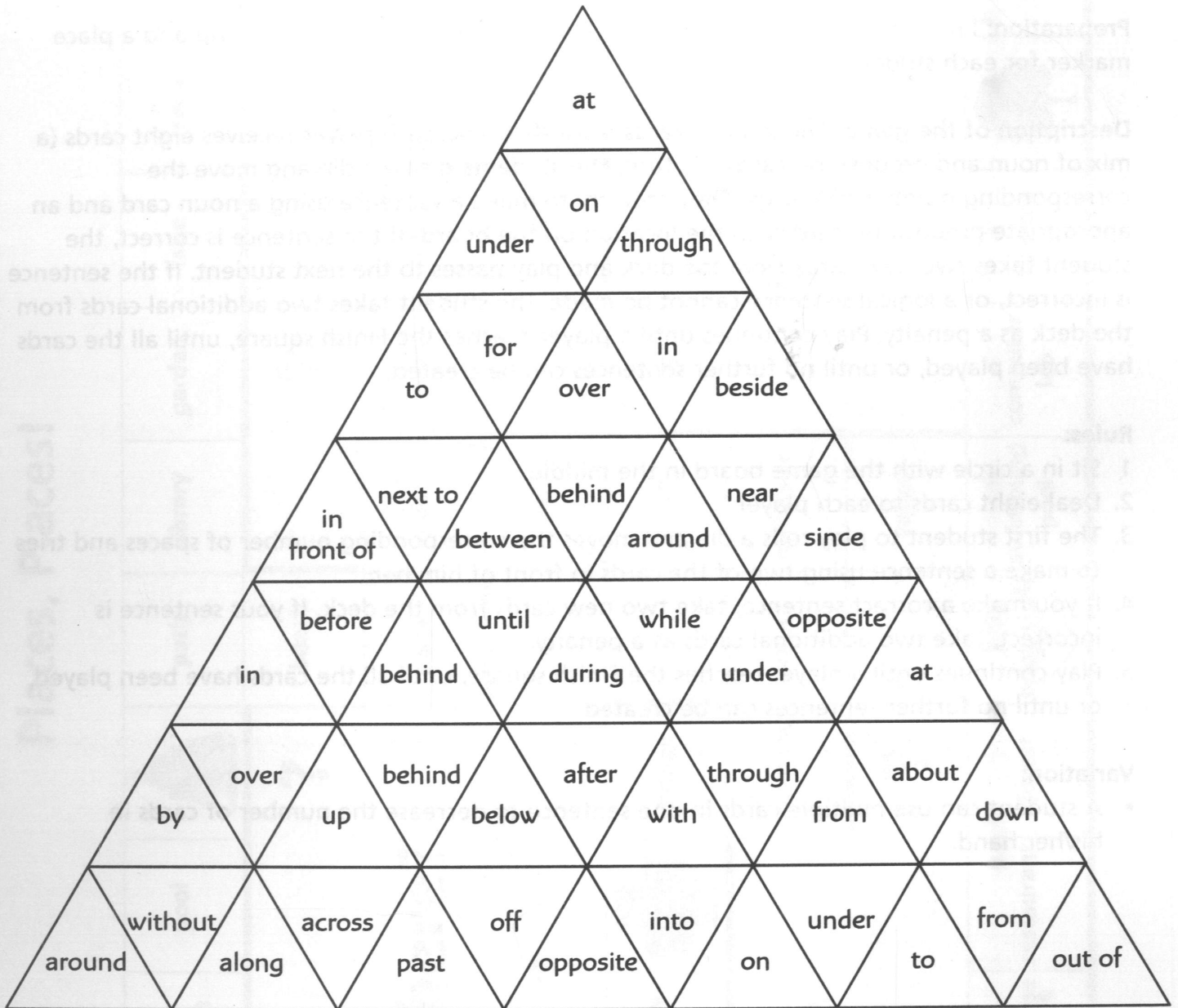
1. Only one student plays at a time.
2. In turn, select a preposition on the game board and compose a sentence using that preposition.
3. If the sentence is correct, claim that triangle by colouring it in with your coloured pencil. If the sentence is incorrect, you cannot claim the preposition triangle.
4. The other players judge the correctness of the use of the preposition in the sentence. If there are any disputes, the teacher will judge.
5. After each turn, play passes to the next student.
6. The player with the most triangles coloured is the winner.

## Variation:

- Make a pyramid with adjective + preposition and verb + preposition combinations (e.g., *full of, afraid of, connect to, apply for*).



# Preposition Pyramid



# Places, Places!

**Learning objective:** To display knowledge of prepositions of place by creating a sentence using a noun-preposition combination that fits with a location on the game board.

**Game objective:** To be the first player to arrive at the Finish square or to use all his/her cards.

**Organization:** Played in small groups.

**Preparation:** Provide one deck of cards, a die and a game board for each group and a place marker for each student.

**Description of the game:** The deck of cards is shuffled and each player receives eight cards (a mix of noun and preposition cards). In turn, the students throw a die and move the corresponding number of spaces. They then try to make a sentence using a noun card and an appropriate preposition card with the location on the board. If the sentence is correct, the student takes two new cards from the deck and play passes to the next student. If the sentence is incorrect, or a logical sentence cannot be made, the student takes two additional cards from the deck as a penalty. Play continues until a player reaches the Finish square, until all the cards have been played, or until no further sentences can be created.



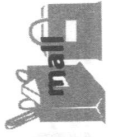






## Rules:

1. Sit in a circle with the game board in the middle.
2. Deal eight cards to each player.
3. The first student to play rolls a die and moves the corresponding number of spaces and tries to make a sentence using two of the cards in front of him/her.
4. If you make a correct sentence, take two new cards from the deck. If your sentence is incorrect, take two additional cards as a penalty.
5. Play continues until a player reaches the Finish square, until all the cards have been played, or until no further sentences can be created.

## Variation:

- A student can use multiple cards in one sentence to decrease the number of cards in his/her hand.

## Places, Places!

shop		police station	pool		path	library	garden	lake	fence		table	
dentist's surgery	?	?			beach		?	?			car	
bakery	Where?			sea	garden	desk	hotel				train	
chair	?				park		street		bench		tent	
	ocean	beauty salon	doctor's surgery	bridge	zoo				?			
bus	?			car park	school	mountain	Where?					bank
office	?					valley			?		room	
Start Finish	ceiling		restaurant	forest		swimming pool	computer lab	theatre		coast	club	

## Places, Places!

<b>in</b>	<b>on</b>	<b>at</b>	<b>near</b>	<b>beside</b>
<b>over</b>	<b>under</b>	<b>next to</b>	<b>across from</b>	<b>behind</b>
<b>opposite</b>	<b>above</b>	<b>in front of</b>	<b>below</b>	<b>by</b>
<b>with</b>	<b>through</b>	<b>in</b>	<b>on</b>	<b>at</b>
<b>near</b>	<b>beside</b>	<b>over</b>	<b>under</b>	<b>next to</b>

## Places, Places!

<b>in</b>	<b>on</b>	<b>at</b>	<b>near</b>	<b>beside</b>
<b>over</b>	<b>under</b>	<b>next to</b>	<b>across from</b>	<b>behind</b>
<b>opposite</b>	<b>above</b>	<b>in front of</b>	<b>below</b>	<b>by</b>
<b>with</b>	<b>through</b>	<b>in</b>	<b>on</b>	<b>at</b>
<b>near</b>	<b>beside</b>	<b>over</b>	<b>under</b>	<b>next to</b>

## Places, Places!

<b>coffee</b>	<b>pencil</b>	<b>class</b>	<b>watch</b>	<b>assignment</b>
<b>bookshop</b>	<b>cafeteria</b>	<b>family</b>	<b>clock</b>	<b>dictionary</b>
<b>notebook</b>	<b>duck</b>	<b>friend</b>	<b>TV</b>	<b>lorry</b>
<b>coffee-pot</b>	<b>cup</b>	<b>bowl</b>	<b>knife</b>	<b>bread</b>
<b>water</b>	<b>monkey</b>	<b>mouse</b>	<b>cow</b>	<b>computer</b>

## Places, Places!

<b>book</b>	<b>lion</b>	<b>girl</b>	<b>teacher</b>	<b>sand</b>
<b>desk</b>	<b>dog</b>	<b>boy</b>	<b>boat</b>	<b>camel</b>
<b>student</b>	<b>woman</b>	<b>light</b>	<b>food</b>	<b>baby</b>
<b>man</b>	<b>cat</b>	<b>flower</b>	<b>tree</b>	<b>car</b>
<b>lemonade</b>	<b>bird</b>	<b>fish</b>	<b>money</b>	<b>people</b>

# Suffix Staircase

**Learning objective:** To build correct extended words by adding suffix(es) to root words.

**Game objective:** To be the first player to use all of his/her suffixes correctly.

**Organization:** Played in groups of 3–4 students.

## Preparation:

1. Copy a game board and a sheet of suffixes for each group.
2. Provide a glue stick for each group.
3. The suffix sheets can be cut into strips for each student, if desired, and the students can separate them further during the playing process if you provide them with scissors. (The suffixes can be printed on label paper, if the teacher wishes the students to be able to stick them directly onto the staircase playing board.)

**Description of the game:** In turn, each student uses a suffix to create a new word on the game board. The suffix must create a recognized word, spelled correctly. Multiple suffixes can be played if they create an appropriate combination. For example, *environ + ment + al + ly* would be acceptable combinations, if the spaces on the game board allow them. Play continues until all the spaces on the board are filled, or until no further suffixes can be played.

**Note:** Some base words have underlined letters at the end, to indicate that a letter(s) has to be changed or dropped before a suffix is added to make a longer word.

## Rules:

1. Only one student plays at a time.
2. You must add a suffix to an existing word to make a correct word.
3. Multiple suffixes can be played on a root word in further turns, if appropriate.
4. The other players judge the correctness of the match on the suffix board. The teacher can judge, if necessary.
5. If a placement is correct, stick the suffix onto the game board.
6. If a placement is incorrect, you must withdraw the played suffix, and play passes to the next student.
7. Play continues until a player uses the last of his/her suffixes.



# Suffix Staircase

## Suffix Staircase

											FINISH
											train
											play
											environs
											question
											care
											employ
											wonder
											import
											art
											colour
											object
											discuss
											read
											teach
											happy
											assign
											pay
											educate
											alphabet
											govern
											situate
											log
											differ
											process
											refer
											beauty
											usual

# Suffix Staircase – Cards

16.2

-er	-er	-er	-er	-er	-er	-or	-or	-or	-or	-or
-ment	-ment	-ment	-ment	-ment	-ment	-ence	-ence	-ence	-ence	-ence
-ness	-ness	-ness	-ness	-ness	-ness	-al	-al	-al	-al	-al
-ly	-ly	-ly	-ly	-ly	-ly	-ed	-ed	-ed	-ed	-ed
-ance	-ance	-ance	-ance	-ance	-ent	-ent	-ent	-ent	-ent	-ant
-ee	-ee	-ee	-ee	-ee	-tion	-tion	-tion	-tion	-tion	-tion
-sion	-sion	-sion	-sion	-sion	-less	-less	-less	-less	-less	-less
-ily	-ily	-ily	-ily	-ily	-able	-able	-able	-able	-able	-able
-ist	-ist	-ist	-ist	-ist	-ic	-ic	-ic	-ic	-ic	-ic
-ible	-ible	-ible	-ible	-ible	-ful	-ful	-ful	-ful	-ful	-ful

Photocopiable

# Suffix Staircase – Template

## Suffix Staircase

<b>FINISH</b>											

# Picking Parts of Speech

**Learning objective:** To recognize the part of speech of a word based on common suffixes.

**Game objective:** To claim the most boxes on the board by correctly identifying the part of speech of words.

**Organization:** Played in pairs or small groups of 2–4 students.

## Preparation:

1. Copy a board for each group.
2. Provide a die for each group.

**Description of the game:** Students take turns rolling a die. If the die shows 1 or 4, the student can claim any unclaimed box with a noun. If the die shows 2 or 5, the student can claim any unclaimed box with an adjective. If the die shows 3 or 6, the student can claim any unclaimed box with an adverb. A student claims a box by correctly identifying a word on the board with the part of speech required and writing his/her name in the space with the correct part of speech. After all the boxes have been claimed, count up the names in the boxes. The person with the most boxes wins.

## Rules:

1. If you think another student's choice is incorrect, challenge him/her.
2. If the player is wrong about the part of speech, no student may write his/her name in that box in this turn, and the first student may not choose another box. The turn is finished and the next player rolls.
3. If the student rolling the die cannot find any more boxes with the part of speech needed, the turn is finished and the next student rolls.

## Variation:

- A blank board is provided to write words containing the suffixes you have studied in class.

# Picking Parts of Speech

1. Take turns rolling a die. If the die shows 1 or 4, you can win any unmarked box with a noun. If the die shows 2 or 5, you can win any unmarked box with an adjective. If the die shows 3 or 6, you can win any unmarked box with an adverb.



noun



adjective



adverb



2. Write your name in every box you win.

3. If you are wrong about the part of speech, you cannot write your name in the box, or any other box. Your turn is finished.

4. The player with the most boxes wins.

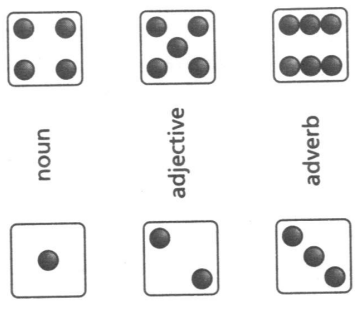
## Picking Parts of Speech

nation	usually	painless	actor	observant	quickly
carefully	capable	always	experiment	entrance	edible
efficient	operator	distant	probably	seasonal	discussion
often	reliable	easily	optimist	essence	never
sadness	transition	happily	reasonable	worker	possible
important	ornament	bravely	laziness	completely	careful

# Picking Parts of Speech – Template

## Picking Parts of Speech


1. Take turns rolling a die. If the die shows 1 or 4, you can win any unmarked box with a noun. If the die shows 2 or 5, you can win any unmarked box with an adjective. If the die shows 3 or 6, you can win any unmarked box with an adverb.



2. Write your name in every box you win.  
3. If you are wrong about the part of speech, you cannot write your name in the box, or any other box. Your turn is finished.  
4. The player with the most boxes wins.



# POS-ominoes

**Learning objective:** To display knowledge of parts of speech by correctly matching like words.

**Game objective:** To be the first player to lay down all of his/her triangles correctly.

**Organization:** A group of 4–5 students is best for the game, to maximize the number of turns and allow for adjudication of student answers, but you can work with a smaller or larger group, if desired.

**Preparation:** You can use the standard triangles provided (which include all the major parts of speech) or have the students create their own, using the triangle template provided.

**Note:** If the students are creating their own set of playing triangles, this step must be completed first.

Provide each student with six triangles. On each triangle are three different parts of speech, one on each edge, facing out. For example, one triangle might contain a verb, a noun and an adjective; another might have a noun, a preposition and an adverb. The number of parts of speech you choose to include is your choice, based on the level of your students.

**Description of the game:** The students sit in a circle. Each student has six triangles, with a different part of speech written along each edge. In turn, the students lay down triangles, matching the parts of speech that touch. A noun can be laid next to another noun, a verb to a verb, etc. A triangle can only be inserted into a spot touching two or more sides if the matches are correct on all sides. A match can be challenged by another student; if it is incorrect, the triangle is withdrawn and play passes to the next student. Play continues until all triangles have been played.

## Rules:

1. The first student to play lays down any triangle.
2. In turn, each player lays down a triangle against the existing triangles so that the words that touch are the same part of speech.
3. If a triangle touches more than one other triangle, all the touching words must be identical parts of speech.
4. The other players judge the correctness of the match in the triangle placement. (The teacher can judge, if necessary.)
5. If a placement is incorrect, the student withdraws the played triangle, and play passes to the next student.
6. Play continues until the last triangle is played.
7. When all the groups are finished, groups change places and each group reviews the matches made by another group. If they find errors, any triangles following from wrong matches are removed from the game.
8. The group with the fewest removed triangles is the winner.

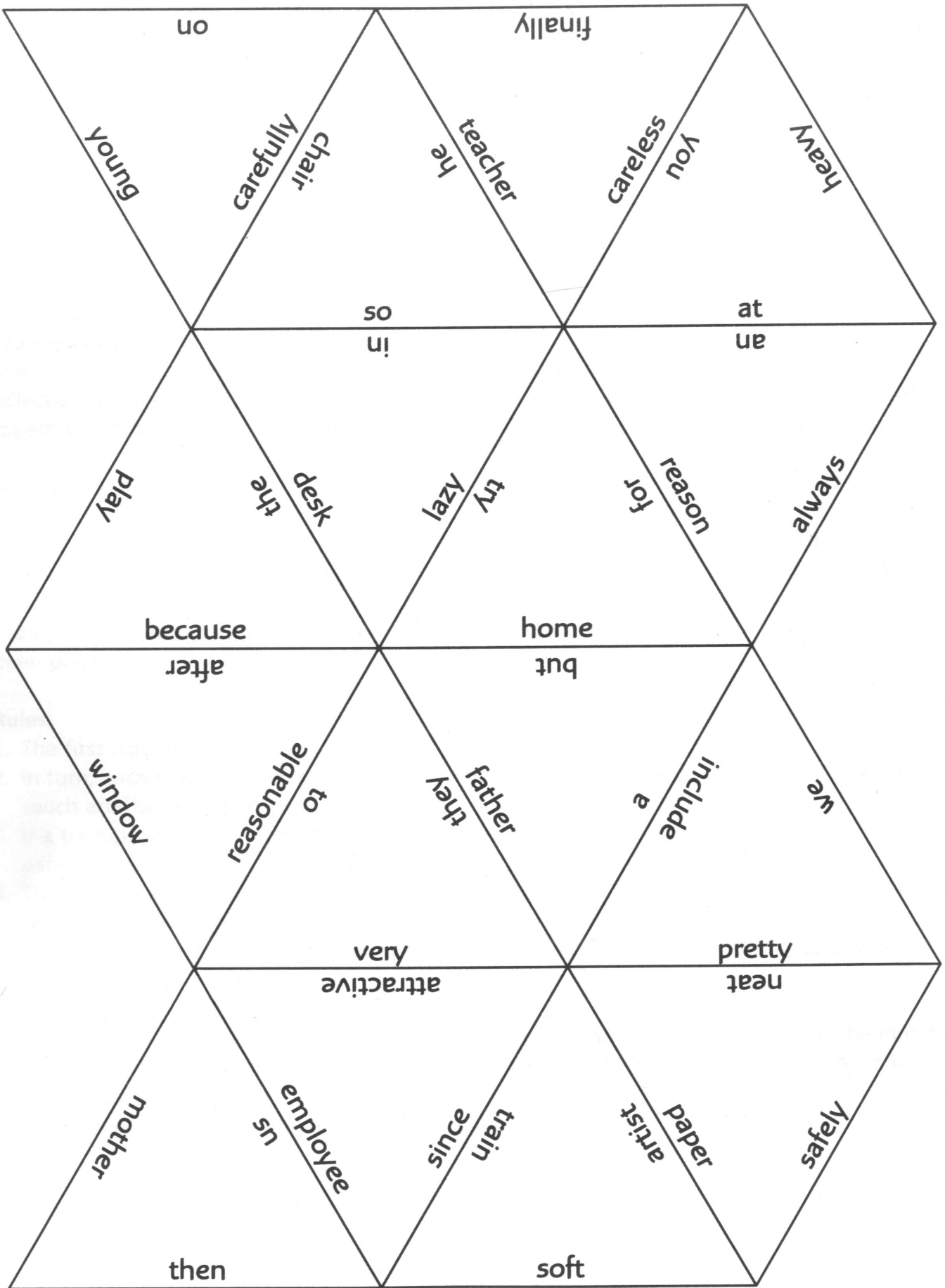


**Variations:**

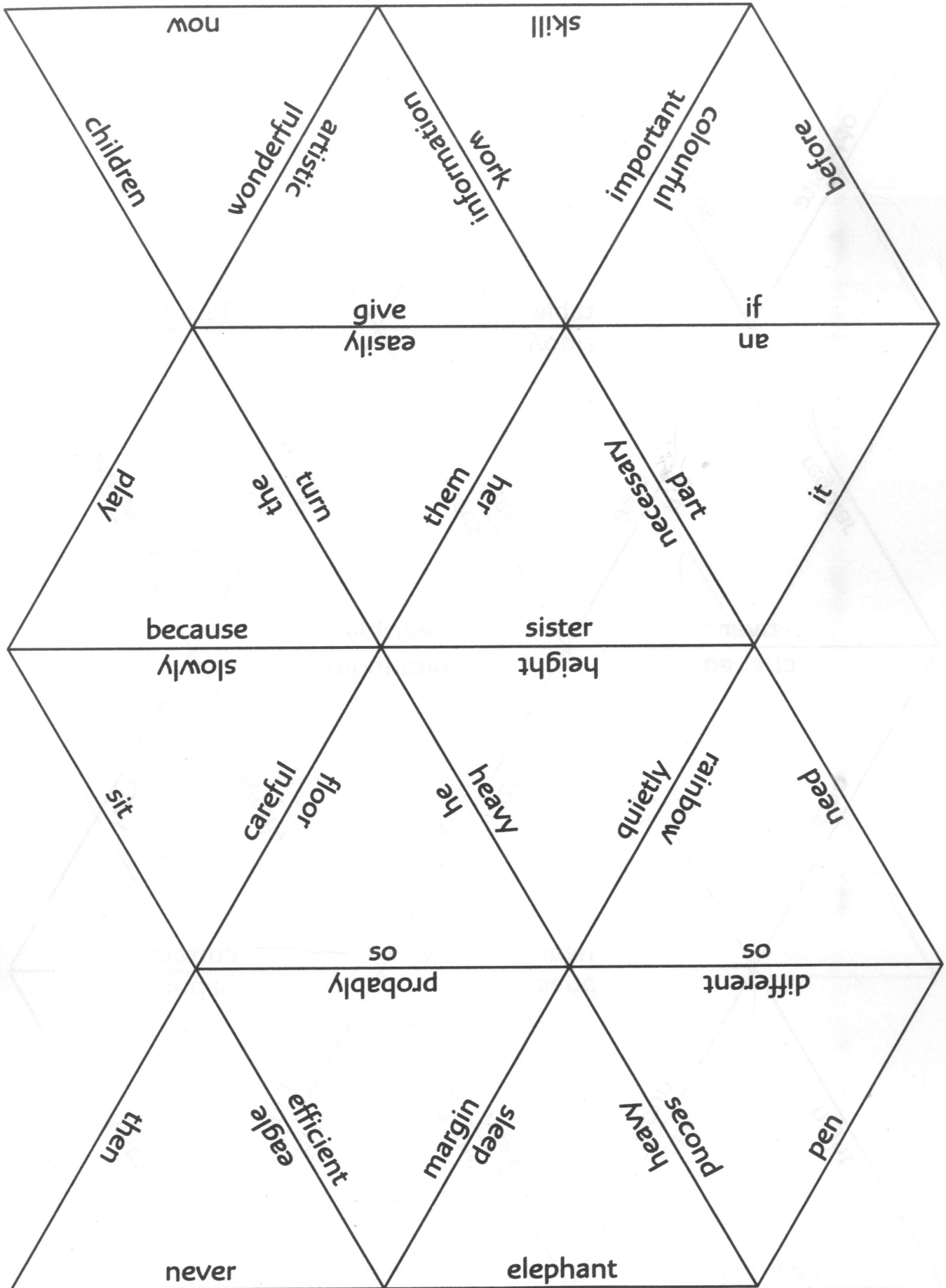
- You can restrict the parts of speech used in the game.
- You can either make triangles with a restricted number of parts of speech or have the students create their own set, based on their level and ability.



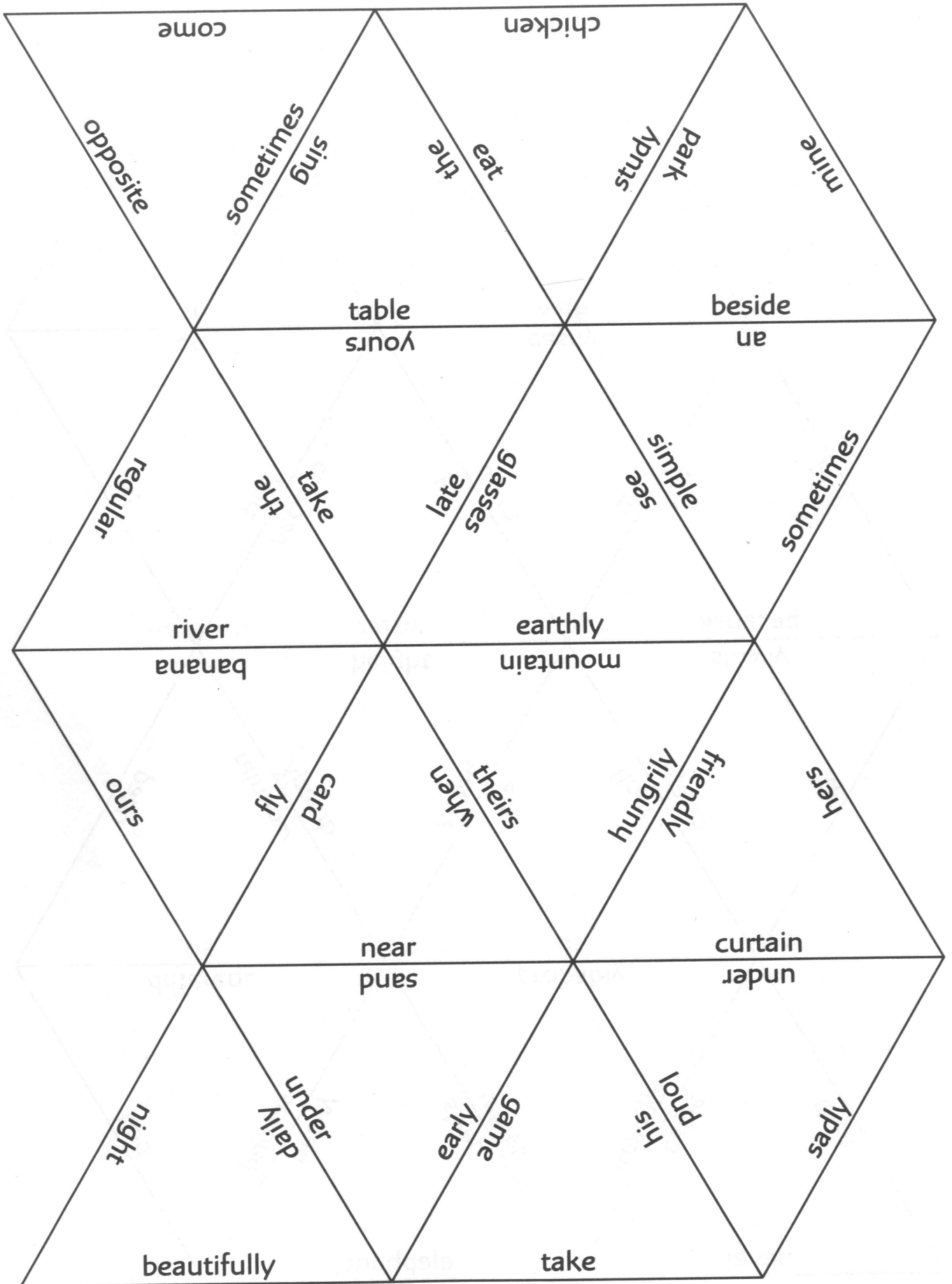
# POS-ominoes – Triangles



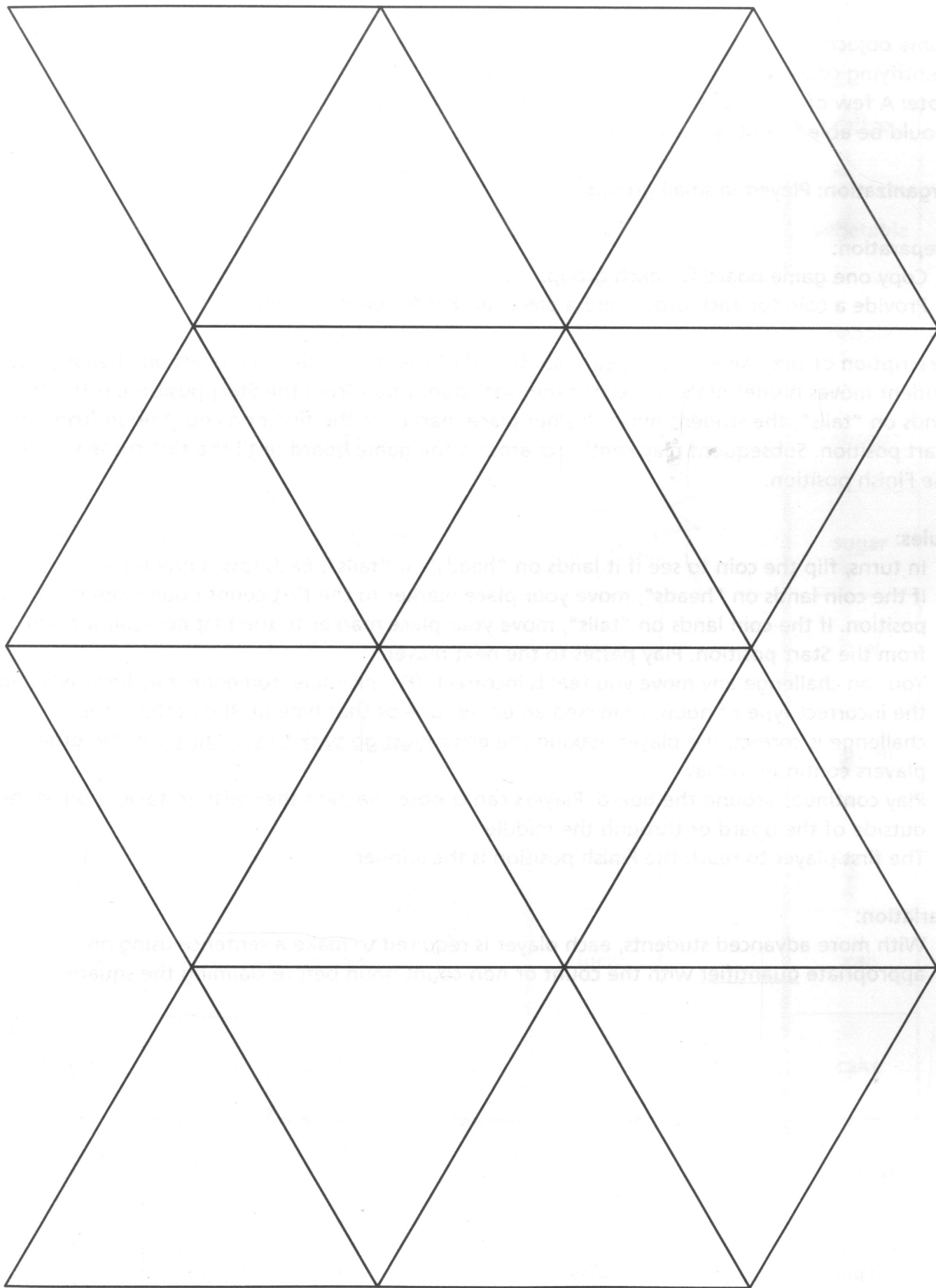
# POS-ominoes – Triangles



# POS-ominoes – Triangles



# POS-ominoes – Template



# Count and Non-Count Noun Race

**Learning objective:** To recognize count and non-count nouns.

**Game objective:** To be the first player to correctly navigate the game board from Start to Finish, identifying count and non-count nouns, as required.

**Note:** A few of the nouns can be count or non-count, depending on the context. Students should be able to justify their choices.

**Organization:** Played in small groups.

## Preparation:

1. Copy one game board for each group.
2. Provide a coin for each group and a place marker for each student.

**Description of the game:** In turn, each student flips the coin. If the coin lands on "heads", the student moves his/her place marker to the first count noun from the Start position. If the coin lands on "tails", the student moves his/her place marker to the first non-count noun from the Start position. Subsequent play continues around the game board until the first student reaches the Finish position.

## Rules:

1. In turns, flip the coin to see if it lands on "heads" or "tails". Each toss is one turn.
2. If the coin lands on "heads", move your place marker to the first count noun from the Start position. If the coin lands on "tails", move your place marker to the first non-count noun from the Start position. Play passes to the next player.
3. You can challenge any move you feel is incorrect. (For example, someone may have selected the incorrect type of noun, or missed an earlier one of that type on the path.) If the challenge is correct, the player making the error must go back to the Start and the other players continue to play.
4. Play continues around the board. Players can choose the path they wish to take, around the outside of the board or through the middle.
5. The first player to reach the Finish position is the winner.

## Variation:

- With more advanced students, each player is required to make a sentence using an appropriate quantifier with the count or non-count noun before claiming the square.

# Count and Non-Count Noun Race

butter	tree	banana	grass	carrot	pencil	salt					
fish						coffee					
cheese						bread	plane	tea	vegetable		
yogurt						food	juice	hand	people		
bean						pepper		sheep			
milk						apple		sugar			
potato						vitamin A	store	friend	beef		
time							horse	mother			
chair							bus	truth			
book						picture	honey	luck	car		
rice						teacher	flower	room	cake		
glass											number
<b>START</b>						paper	sand	sandwich	office	reason	meal
<b>FINISH</b>											

# Go Fish or Chicken?

Learning objective: To ask and answer questions with *some* and *any*.

Game objective: To collect the most pairs of cards.

Organization: Played in small groups of 4–6 students.

## Preparation:

1. Copy two sets of cards for each group.
2. Mix the two sets of cards together to create one pack with 40 cards (two of each card).
3. Review the grammar for count and non-count nouns, asking and answering *Have you any ...?* or *Have you a(n) ...?*, *I have some ...* or *I haven't any ...*

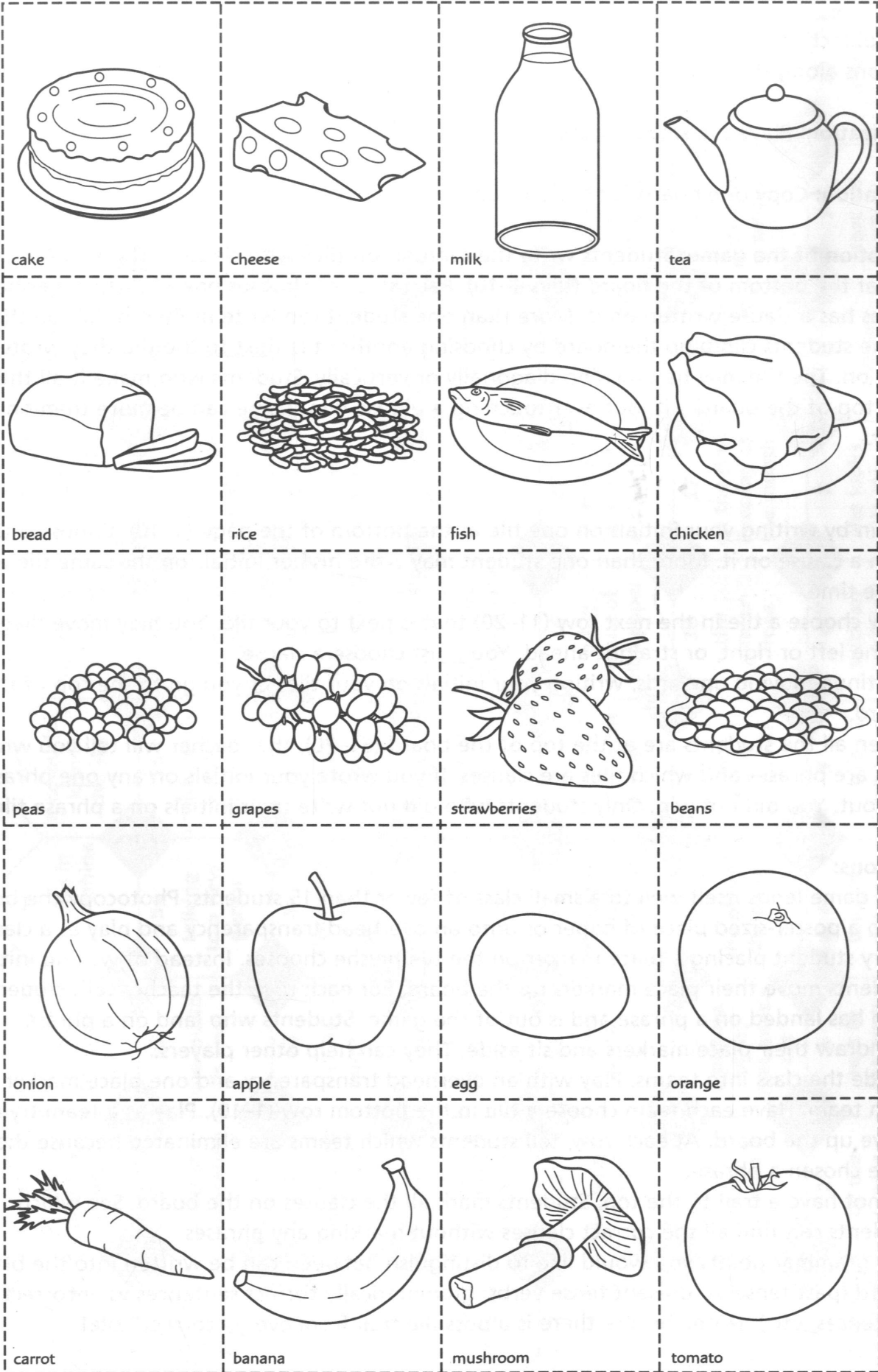
**Description of the game:** Each small group mixes the picture cards together and distributes them equally to each student in the group. Students do not show others their cards. Students look to see if they have any two cards that are the same and place them face up on the table for everyone to see. Two identical cards equal one point. One student begins by asking any student in the group for a card. For example, one student asks the person on his/her right: *Have you any milk?* If the student he/she asked has a milk card, that student must answer *Yes, I have some milk* and give his/her card to the first student. If he/she hasn't a milk card, he/she must reply *No, I haven't any milk*. The play goes to the student on the left of the first student, who asks any student in the group for a card. When students match two identical cards, they place them down in front of them and they earn a point. The student with the most points wins.

## Rules:

1. Do not show anyone your cards.
2. Ask any student: *Have you any/a/an ...?* Try to find a card that will match a card in your hand.
3. If someone asks you for a card and you have it, you must give it to him/her.
4. When you get two cards that match, place them face up in front of you.
5. You may only ask one person one question in each turn.
6. The student with the most matched cards wins.



# Go Fish or Chicken?



# The Tile Game

**Learning objective:** To distinguish between phrases and clauses.

**Game objective:** To be the first to reach the end of the trail while asking and answering questions along the way.

**Organization:** Played in small groups of 3–5 students.

**Preparation:** Copy one board for each group.

**Description of the game:** Students write their initials on tiles with clauses on them. All students begin at the bottom of the board (tiles 1–10). Each student chooses one tile which he/she believes has a clause written on it. More than one student can write his/her initials on the same tile. The students climb up the board by choosing another tile next to the tile they wrote their initials on. The tile may be touching diagonally or vertically. Students who make it all the way to the top of the board without ever touching a phrase win. There can be more than one winner.

## Rules:

1. Begin by writing your initials on one tile at the bottom of the page (1–10). Choose a tile with a clause on it. More than one student may write his/her initials on the same tile at the same time.
2. Now choose a tile in the next row (11–20) that is next to your tile. You may move diagonally to the left or right, or straight ahead. You must choose a clause.
3. Continue moving upwards, writing your initials on your tiles as you go to the top of the board.
4. When all the students are at the top of the board (61–70), the teacher will tell you which tiles are phrases and which tiles are clauses. If you wrote your initials on any one phrase, you are out. You did not win. Only students who did not write their initials on a phrase tile win!

## Variations:

- This game lends itself well to a small class of fewer than 15 students. Photocopy the board onto a poster-sized piece of paper or onto an overhead transparency and play as a class with every student placing a place marker on the tile he/she chooses. Instead of writing initials, students move their place markers up the board. For each row, the teacher tells students who has landed on a phrase and is out of the game. Students who land on a phrase withdraw their place markers and sit aside. They can help other players.
- Divide the class into teams. Play with an overhead transparency and one place marker for each team. Have each team choose a tile in the bottom row (1–10). Play as a team trying to move up the board. At each row, tell students which teams are eliminated because they have chosen a phrase.
- Do not have a trail to the top. Students mark all the clauses on the board. See which students can find all the correct clauses without marking any phrases.
- Any grammar points you would like to distinguish between can be written into the blank board (past tense vs. present tense verbs; grammatically correct sentences vs. incorrect sentences, etc.). **Note:** Be sure there is a possible trail from every "correct" tile!

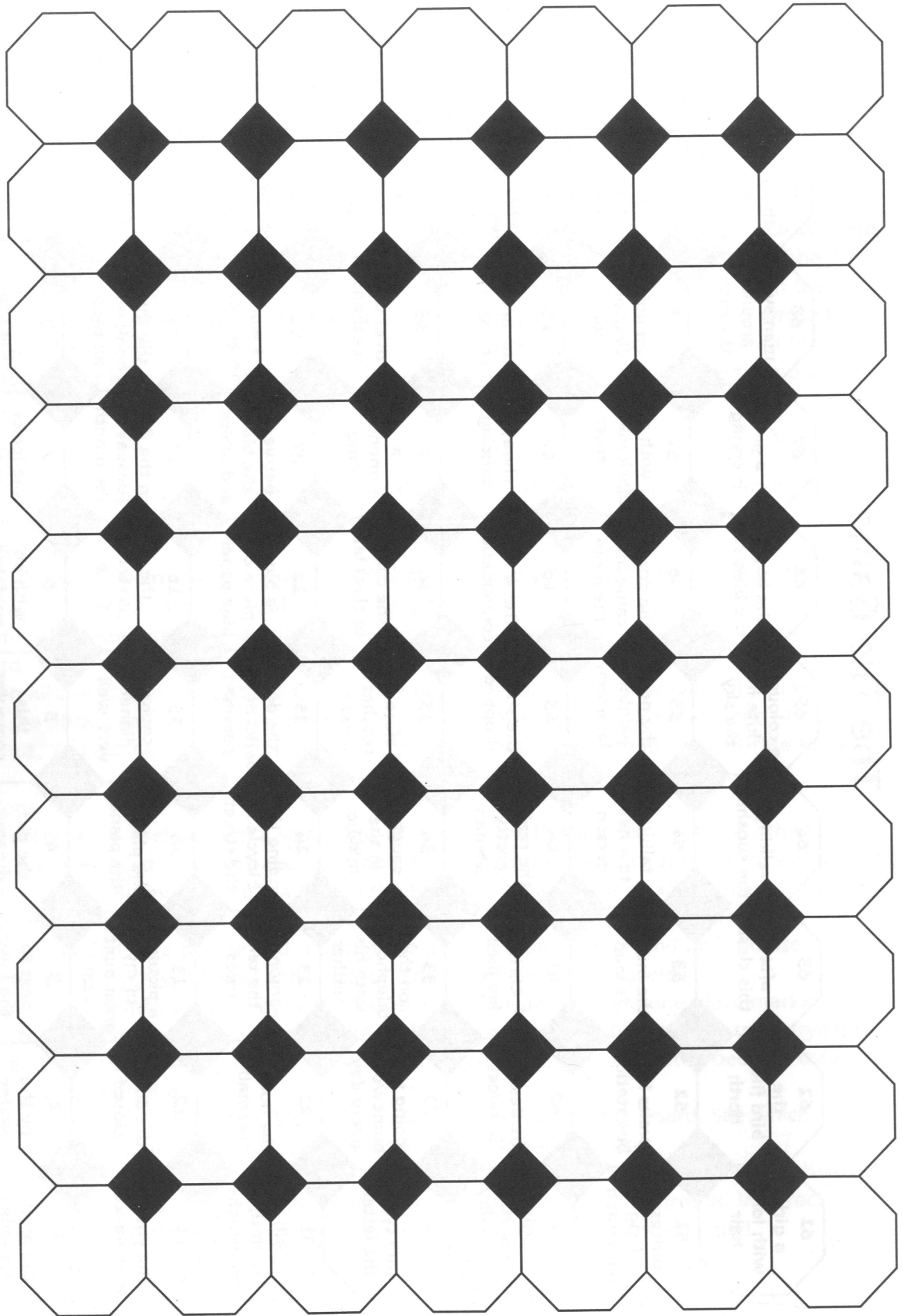
# The Tile Game

## The Tile Game

61 a girl with long hair	51 writes a long paragraph	41 reads a new story every day	31 Tom typed the letter	21 Bill with the moustache	11 the young man danced	1 the group travelled to China
62 the bird flies north	52 waits in a bus station	42 the dessert is sweet	32 doing the homework every day	22 the house is small	12 the door closed	2 by the water fountain
63 after this class	53 the music is loud	43 Chris laughed	33 on the telephone with his mother	23 among the tall trees	13 a picture of my great aunt's cat	3 next to the busy grocery store
64 walking in the sunshine	54 talking to a new person	44 the really pretty woman	34 caught in the middle	24 riding the bicycle in the street	14 she played the piano	4 the girl dreams of horses
65 a colourful kite in the sky	55 in the newly-painted classroom	45 the shoe dropped	35 before the teacher's desk	25 the dog barks at the postman	15 cooks dinner very well	5 this computer works
66 the boy in the blue suit	56 the doctor came into the room	46 after a long conversation	36 she came to class late	26 a big piece of blue paper	16 the water froze	6 with an outdated map
67 a girl is crying	57 with a black magic marker	47 always dancing	37 a phone rang	27 between the blue and white	17 on the first Tuesday of the month	7 she looks in the dictionary
68 a man swam around the rock	58 an ugly dirty old sock	48 the horse ran away	38 over the weekend	28 I want to go home	18 the thick book with all those	8 the cup leaks
69 the dark and scary night	59 the student studied	49 into the wide open space	39 the bus arrived	29 yellow and white flowers	19 my mother sewed	9 lost his wallet in the street
70 looking for a toothbrush	60 the impossibly difficult exam	50 playing this game	40 in front of the large brown house	30 he sat down	20 takes some notes in class	10 she makes desserts

# The Tile Game – Template

The Tile Game





# Pronoun Patterns

**Learning objective:** To practise placing the correct pronoun in a sentence.

**Game objective:** To be the first to place all of the dominoes correctly by matching the correct pronoun for the blank in the sentence.

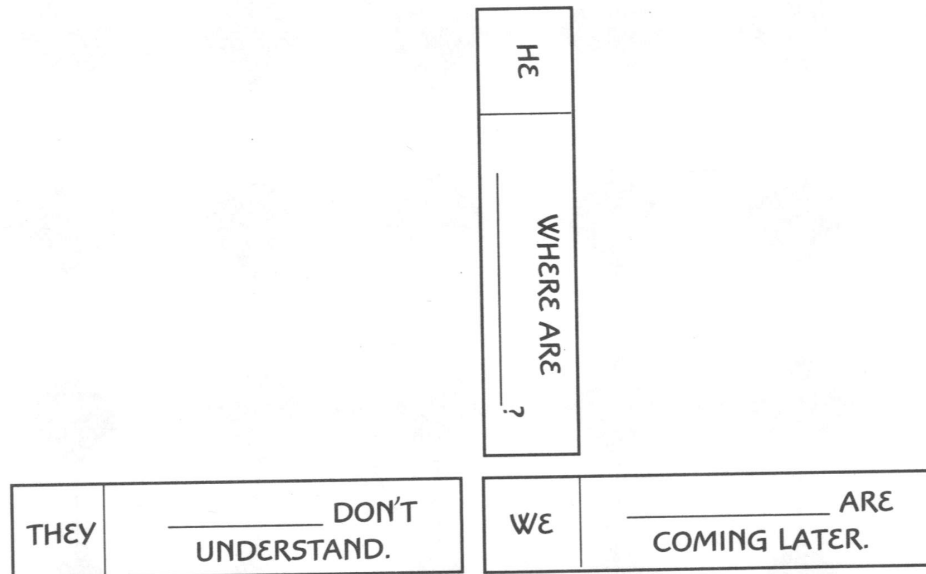
**Organization:** Played in pairs or groups of three students.

**Preparation:** Copy and cut up a set of dominoes for each pair or group.

**Note:** There are different sheets of dominoes depending on which version you are playing.

**Description of the game:** Students in pairs or groups of three mix the dominoes and deal them out until there are no more dominoes left. The player to the left of the dealer places one domino on the table face up. The player to the right places a domino from his/her hand to match the domino played. This can either be placing a pronoun that will fit in the sentence on the already-played domino, or placing a sentence that will take the pronoun shown on the already-played domino. If the player cannot play a domino next to a played domino, he/she can play the domino vertically.

**For example:**



Students play until one student has played all the dominoes in his/her hand. The teacher confirms if all the plays are correct. If there are any mistakes, the group plays again or tries to find and fix the mistake.

**Rules:**

1. Place a domino from your hand that will match a domino already placed on the table. You can either place a pronoun that will fit in the sentence on the already-played domino, or place a sentence that will take the pronoun shown on the already-played domino.
2. If you cannot place a domino next to a played domino, you can place the domino vertically.

**Variations:**

- Give each pair or small group only 28 dominoes – only subject + object dominoes (2 sheets), or only possessive pronouns + possessive adjectives (2 sheets) to practise only those distinctions.
- Give each group 42 dominoes – the first sheet of subject + object dominoes, the first sheet of possessive pronouns + possessive adjectives, and the sheet of transition dominoes to practise all of those forms.
- When playing as pairs, give each player different coloured dominoes. (Copy one sheet on pink and the other sheet on green, for example.) Then you can determine which students placed their dominoes correctly.

HE	_____ ARE COMING LATER.	SHE	ARE YOU TALKING TO _____?
THEY	_____ DON'T UNDERSTAND.	ME	_____ IS MY NEW CAR.
I	PLEASE VISIT _____ NEXT WEEK.	IT	_____ ARE HAPPY TO BE HERE.
US	ARE _____ A DOCTOR?	WE	WHERE ARE _____?
YOU	DO YOU KNOW _____?	YOU	SHE GAVE IT TO _____.
THEM	I WILL GIVE THIS TO _____.	YOU	DID YOU TELL _____?
HIM	_____ IS A GOOD STUDENT.	HER	_____ DRIVES VERY FAST.



# Pronoun Patterns – Subject + Object Pronouns

22.2

IT	_____ TALK LOUD.	ME	DO YOU WANT TO COME WITH _____?
I	I SAW _____ GO TO THE MOVIES.	US	THAT BELONGS TO _____.
THEM	HOW OLD ARE _____?	HER	_____ STUDY FRENCH.
YOU	_____ NEEDS HELP.	THEY	_____ DON'T LIKE PARTIES.
SHE	_____ CAN TELL US.	WE	I SAW _____ YESTERDAY.
YOU	_____ WRITES WELL.	HIM	DO _____ LIKE THIS?
HE	PLEASE GIVE IT TO _____.	YOU	PLEASE PUT _____ OVER THERE.

MY	THIS BOOK IS _____.	HIS	IS THIS _____?
THEIRS	HAS ANYONE SEEN _____?	YOURS	WE DROVE _____ CAR TODAY.
MINE	THOSE ARE _____ KEYS.	OUR	THE PURSE IS _____.
HER	TAKE IT TO _____ CLASSROOM.	HERS	DO YOU HAVE _____?
THEIR	DO YOU HAVE _____ MAP?	OURS	IT IS NOT _____.
YOUR	I HAVE _____ PHONE NUMBER.	HIS	_____ ENGINE IS BROKEN.
HER	DO YOU KNOW _____ NAME?	ITS	I BROUGHT _____ COMPUTER.

HIS	THAT BOOK IS _____.	YOURS	EXCUSE ME, I HEAR _____ PHONE.
HIS	I HAVE _____ NECKLACE.	MY	I'M GOING TO _____ HOUSE TONIGHT.
HER	CAN I BORROW _____ BOOK, PLEASE?	THEIR	THAT ORDER IS _____.
YOUR	THE CHAIR IS _____.	THEIRS	WE LOST _____ WAY IN THE CITY.
HERS	THIS IS _____ PRICE.	OUR	THE MUSIC IS _____.
ITS	THAT WATCH IS _____.	HIS	I KNOW THOSE TICKETS ARE _____.
MINE	EXCUSE ME, IS THIS SEAT _____?	OURS	IS THAT _____ DRINK?

<b>HIS</b>	<b>SHE GAVE THE SCHEDULE TO _____.</b>	<b>THEM</b>	<b>IS THIS PENCIL _____?</b>
<b>HER</b>	<b>I INVITE _____ TO MY HOUSE TONIGHT.</b>	<b>YOU</b>	<b>I WALKED TO _____ CLASSROOM.</b>
<b>MY</b>	<b>_____ HAVE A GARDEN.</b>	<b>WE</b>	<b>THOSE CUPS ARE _____.</b>
<b>OURS</b>	<b>HE WILL GIVE THE BOOK TO _____.</b>	<b>SHE</b>	<b>THOSE JACKETS ARE _____.</b>
<b>HERS</b>	<b>_____ IS A NURSE.</b>	<b>HIM</b>	<b>THE COMPUTER IS _____.</b>
<b>YOUR</b>	<b>PLEASE VISIT _____ FOR DINNER.</b>	<b>I</b>	<b>DON'T FORGET _____ UMBRELLA.</b>
<b>MINE</b>	<b>SHE WANTS TO TALK TO _____.</b>	<b>ME</b>	<b>I SAW _____ PICTURES.</b>



# Plural Picks

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**Learning objective:** To display knowledge of plural formation by correctly matching words with their plural endings.

**Game objective:** To have the most sets of singular-plural card matches at the end of the game.

**Organization:** Played in small groups.

**Preparation:** Use the cards provided (which include examples of all the plural variations) or create your own, using the card template provided. Provide each group of students with one deck of cards.

**Description of the game:** The students sit in a circle. The cards are spread out before them, face down. In turn, a student turns over any two cards, trying to match the singular form of the noun with the correct plural ending required. (If the plural is irregular, there will be a specific matching card with the full form.) If the match is correct, the student takes the cards and plays again. If the match is incorrect, the cards are placed face down again in the same position, and play passes to the next student. (Students must try to remember where specific cards are located so that they can pick them up, if possible.) A match can be challenged by another student; if it is incorrect, the cards are replaced and play passes to the next student. Also, if a student replaces a correct match, another student should not point out the mistake, but try to claim those correct cards on his/her next turn. Play continues until all the cards have been claimed.

## Rules:

1. Sit in a circle with the cards spread out in the middle, face down.
2. The first student to play turns over any two cards.
3. If the cards form a correct singular-plural match (a word with a correct plural ending or the correct irregular noun singular-plural forms), you keep the cards and play again.
4. If the match is incorrect, place the cards face down again in the same location. Play passes to the next student.
5. You can challenge a match made by another student. If it is incorrect, the cards are replaced and play passes to the next student.
6. If a student replaces a correct match, you should not point out the mistake, but try to claim those correct cards on your next turn.
7. You must try to remember where specific cards are located so that you can pick them up during your turn, if possible.
8. Play continues until all the cards have been claimed. The student with the most cards is the winner.

**Variations:**

- You can restrict the plural forms used in the game to those on which you wish to focus. The blank template will allow you to create additional examples, if desired.
- You can play the game as a matching card game like **Go Fish**, distributing eight cards to each student and then have them ask for a specific match or plural ending.



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**



**Plural Picks**





witch

es

dish

es

box

es

bus

es

potato

es

tomato

es

church

es

place

s

sandwich

es

address

es

ranch

es

porch

es

monkey

s

radio

s

key

s

banana

s

# Plural Picks – Cards

23.4

test

s

park

s

teacher

s

book

s

mosque

s

paper

s

student

s

toy

s

fly

(y)ies

baby

(y)ies

party

(y)ies

dictionary

(y)ies

city

(y)ies

family

(y)ies

fairy

(y)ies

story

(y)ies

scissors

pants

glasses

fish

scissors

pants

glasses

fish

pyjamas

shorts

jeans

clothes

pyjamas

shorts

jeans

clothes

child

children

person

people

foot

feet

tooth

teeth

man

men

woman

women

goose

geese

mouse

mice

photo

s

piano

s

solo

s

avocado

s

belief

s

chef

s

chief

s

roof

s

leaf

(f)ves

knife

(f)ves

calf

(f)ves

wife

(f)ves

life

(f)ves

hoof

(f)ves

shelf

(f)ves

elf

(f)ves



# Plural Picks – Template


# What If?

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**Learning objective:** To form conditional sentences.

**Game objective:** To use all the cards in correct sentences.

**Organization:** Played in small groups of 4–5 students.

**Preparation:**

1. Copy one set of cards (40 in total) for each group.
2. Make example sentences to show the students the range of sentences possible with the cards.

**Description of the game:** Each small group of students mixes the picture cards together and distributes them equally to each student in the group. In turn, each student thinks of a first or second conditional sentence related to the picture cards. The cards are intentionally vague to allow for many different combinations of sentences. For example, a student can use the rain cloud card and the beach card to say: *If it rains tomorrow, we won't go to the beach.* Or the student can use the beach card and the card of the man eating fish to say: *If he goes to the sea, he will eat fish tonight.* The student can use the picture of the man eating fish and the card of the person in bed to say: *If the fish isn't fresh, he will get sick.* The bed card can also be used with the card of the house at night to say: *If it is night, I will sleep.*

As students play the cards, they place them face up on the table and these cards are finished. If a student cannot combine two cards, he/she may make a sentence with only one card, but then he/she can only place one card down. When a student uses all of his/her cards, he/she is out of the game.

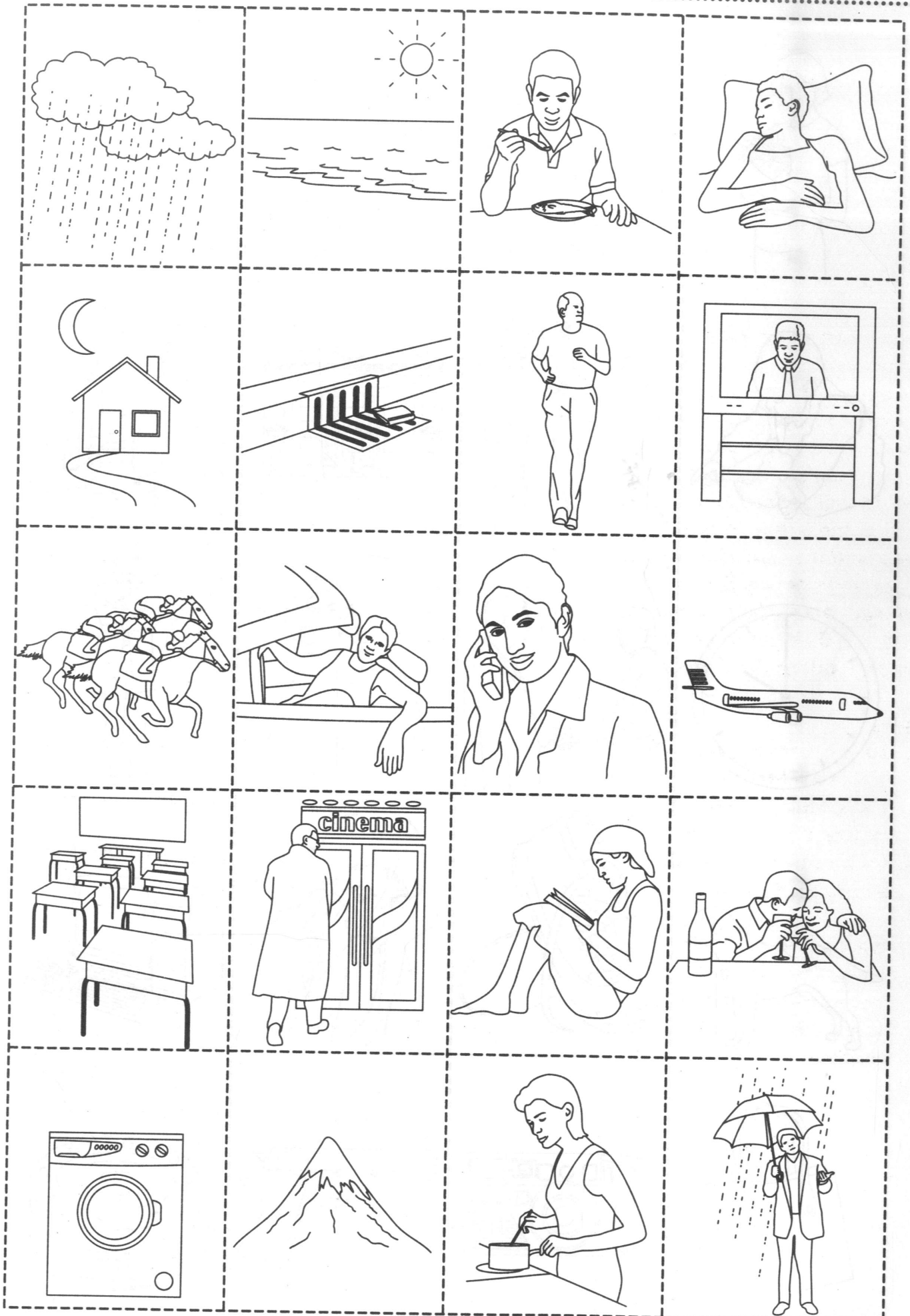
**Rules:**

1. Use the cards in your hand to make an "if" sentence. Where possible, use more than one card in a sentence.
2. It is possible to make positive or negative sentences. For example, *we will go to the beach* or *we won't go to the beach.*
3. It is possible to use a card in either half of the sentence. For example, *If we go to the beach, we will read a book* or *If class is cancelled, we will go to the beach.*

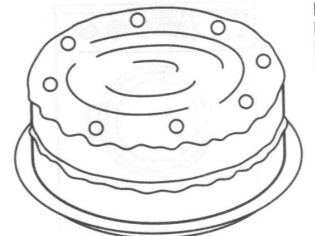
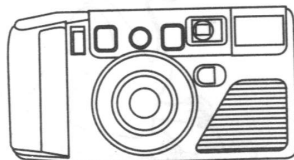
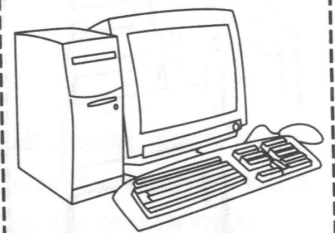
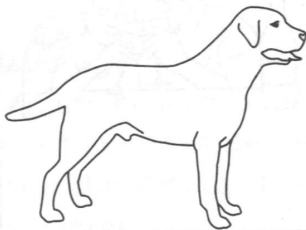
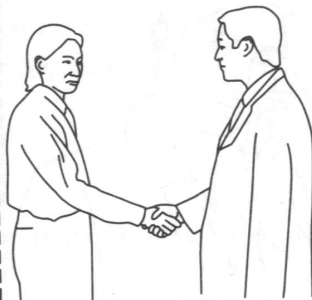
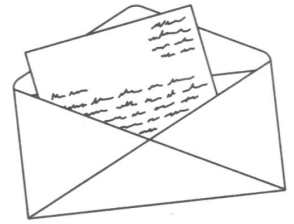
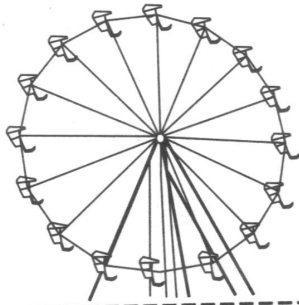
**Variations:**

- This can be a collaborative game. Have students work together in small teams. Each team tries to write sentences using all the cards. The team with the most correct sentences wins.
- Have students use the cards that have already been placed on the table to create new sentences.

# What If?



# What If?





# Whose Ending Is It?

**Learning objective:** To determine when to add 's and when to add ' for possessives.

**Game objective:** To win the most points by being the first team to choose the correct possessive ending and make a correct sentence.

**Organization:** Played with two teams.

**Preparation:** Copy and cut the cards so that each student has one 's card and one ' card.

**Hint:** You may want to mount on cardboard or laminate at least one 's and one ' card.

**Description of the game:** Warm up by having all students hold up the correct possessive ending as the teacher calls out nouns. For example, if the teacher calls out *people*, every student should hold up his/her 's card. If the teacher calls out *parents*, every student should hold up his/her ' card. If the teacher calls out *Charles*, the students should hold up both the 's card and the ' card. The teacher checks to see all students are holding up the correct card.

Next, the class is divided into two teams. All the 's and ' cards are collected and put away except one of each card, which is left on a desk at the front of the classroom. One student from each team comes forward. The teacher calls out a noun and the first team member to grab the correct possessive ending card wins a point for his/her team. If that same team member can make a correct sentence using that word, his/her team wins another point. All students come to the front of the class at least once. The team with the most points wins.

**List of possible nouns:** *teacher, mother, parents, nurses, doctor, brothers, sister, people, engineer, father, uncles, aunt, cousins, children, students, neighbours, man, women, friend, or any proper name.* (Members of the class usually like it when you use their names.)

## Rules:

### Part One:

1. When the teacher calls out a noun, hold up the correct possessive ending card.

### Part Two:

1. Each team sends one member to the front of the class at a time.
2. When the teacher calls out a noun, be the first student to grab the correct possessive ending card. If you are first to grab the correct card, you win a point for your team.
3. Make a sentence using the possessive noun you have just made. If it is correct, you win another point for your team.
4. Play until all students have gone to the front of the classroom.

## Variation:

- Have students lose a point if their sentence is wrong.

# Whose Ending Is It?

'S	'S	'S
'S	'S	'S
'S	'S	'S
,	,	,
,	,	,
,	,	,

# Get Going with Grammar

**Get Going with Grammar** has been specially created to encourage students to practise specific grammar points through games. Teacher's Notes are provided for every game. There is a built-in adaptability component to these games: you can use the game provided or play one of the suggested variations. For many of the games, templates have been provided that allow the teacher to make his or her own version.

Grammar points covered include:

- Adverbs of frequency
- Comparatives and superlatives
- Conditionals
- Countable and non-countable nouns
- Gerunds and infinitives
- Modals
- Parts of speech
- Passive voice
- Phrases and clauses
- Plurals
- Possessives
- Prepositions
- Present perfect tense
- Pronouns
- Quantifiers
- Suffixes
- Tag questions
- Verb tenses

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In development: *Versatile Vocabulary – Games to Enhance Vocabulary*

