**Grammar games – short descriptions**

***Robots***

*Practising word order and syntax*

*Take a sentence from a text or story in the book, e.g. She can’t speak because she’s holding a piece of cheese in her beak. (Project 1 SB p87). Write each word on a separate piece of A4 paper in large letters. Ask 13 volunteers to come and stand at the front of the class: one student for every word in the sentence. Tell these students that they are robots: they can’t speak or think, they just do whatever they’re told. Jumble up the pieces of paper and give one to each robot. The robots stand in a line holding their pieces of paper in front of them. The aim of the activity is to get the robots to change places so that every word in the sentence is in the right place. The rest of the class call out instructions to the robots, e.g. ‘Luka – change places with Mia!’ The robots have to do follow every instruction until the word order of the sentence is correct.*

***Miming***

*Practising the present continuous*

*Prepare a set of cards with activities written on them, e.g. playing football, writing a text message, having a shower. Alternatively, get students to prepare a set of cards for the class. Students work in pairs. Student A takes a card and mimes the activity on the card. Student B guesses (e.g Are you playing a computer game?) and Student B answers (Yes, I am / No, I’m not). When they have finished, they change roles and repeat the activity.*

***Picture dictation***

*Practising prepositions of place*

*Dictate or point to several items of classroom furniture, e.g. desk, bag, pencil case, exercise book. Get students to write them down. Then ask each student to draw a picture containing all the items. Students then work in pairs and do a picture dictation. They must not look at each other’s pictures. Student A provides information, e.g there is a bag is under the desk and Student B listens and draws. Change roles and check.*

***Find someone who…***

*Practising Question forms and statements*

*Write eight prompts on the board, e.g. plays football, has got a sister, likes Taylor Swift – or elicit ideas from the class. Get the students to write the prompts down in their exercise books. Then ask students to turn the prompts into questions, e.g. Do you play football? When they have finished, ask the students to move around the room, asking each other the questions and answering them. In each case, if the answer is yes, students write that person’s name next to the question and move on. If the answer is no, they try another question. The winner is the first one who gets a yes answer to each question – collecting eight different names in total. Check the results by getting students to reveal their answers, e.g. Matej has got a sister.*

***Who are you?***

*Practising Yes/No questions*

*Work in groups. Student A thinks of a famous person. The others try to guess who it is by asking questions, e.g. Are you from Croatia? Are you a woman? etc. When they have guessed, it is the turn of the next student. Students keep count of how many questions they have been asked and at the end the winner is the student who was asked the most questions before the others discovered their identity.*

***Dice game***

*Practising Wh- questions*

*Write the numbers 1-6 on the board. Elicit Wh- question words from the class, and write one next to each number, e.g. 1 = Where / 2 = Who / 3 = When / 4 = What / 5 = Why / 6 = How /*

*Get students to write this down and then ask them to work in pairs. Each pair needs a dice. Students take it in turns to roll the dice and ask/answer questions using whichever question word comes up. The winner is the first pair that manages to roll all the numbers between 1 and 6 while asking and answering questions.*

***Dominoes***

*Practising sentence-building*

*Students play in small groups. Each group has a set of blank domino cards. The aim is to build the longest sentence. Student A writes the first word of a sentence on the card e.g. We and puts it on the desk. Student B thinks of the next word, e.g. go, writes it on a domino card and lays it next to the first word. Student C thinks of a third word, e.g. to, and plays it next to We and go. They try to make the longest correct sentence they can. Each group makes three sentences. Check to make sure they are all correct and offer them a chance to correct their sentences if there are inaccuracies. Then, each group shuffles the domino cards it used to make the three sentences and swaps them with another group. Now the task is to find the three sentences that the other group made by laying out their domino cards and arranging them into sentences.*

**Detective**

*Practising present simple and past simple*

Invite one student to be the detective. The detective has one minute to look around the room, noticing as much as possible. The detective then has to leave the room for a short time while the others make one change to the classroom, e.g. moving a plant to a new position, getting two students to change places, etc. When the detective comes back, s/he has to say what is different, e.g. *the plant was on the teacher’s desk, now it’s under Sara’s desk.* Set a time limit to increase the challenge.

***Changing stories***

*Practising the past continuous*

*Another detective game. The detective closes their eyes while the teacher points silently to one student, who will have to change their story in round three. The students stand in a circle around the detective. Round one: the detective asks What were you doing yesterday at three o’clock? Students take it in turns to answer, using the past continuous. Round two: the detective repeats the question and the students each give exactly the same answer. Round three: the detective repeats the question a third time. This time the chosen student gives a different answer, everyone else says the same as before. The detective’s task is to spot who changed their story.*

***Not A,B or C - Head, shoulders or nose!***

*Revision quiz technique*

*Make grammar check activities more interesting. Turn multiple-choice quizzes into class games. Students look at question 1. If you think the answer is A, put your hands on your head. If you think the answer is B, put your hands on your shoulders. If you think the answer is C, put your finger on your nose. Give the students five seconds to look around and change their minds before you ‘lock’ their answers. Students sometimes enjoy bluffing – they change their answer at the last moment before the answers are locked.*

***Grammar auction***

*Awareness-raising technique*

*Collect examples of grammar mistakes from students’ writing. Create a worksheet that contains these incorrect sentences as well as other grammatically correct sentences. In pairs, students look at the sentences and try to detect which ones are grammatically correct. Hold an ‘auction’: each team is given the same amount of pretend ‘money’ to spend. Their job is to bid for the sentences they think are correct; the team offering the highest bid can ‘buy’ that sentence. Check the sentences together, correcting the incorrect ones. The winning team is the one with the most correct sentences at the end of the activity.*

**Car race**

*Revision quiz technique*

Divide the class into two teams and draw two cars on the left-hand side of the board and a finish line on the right-hand side. Teams take it in turns to answer grammar questions. Each time a team answers a question correctly, move its car one space across the board; if the answer is wrong, move it one space back. The winners are the first team whose car crosses the finish line.

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