

GRAMMAR BLOCKBUSTERS

INTERACTION

Group work

AIM

The aim of this board game is to practice the grammar from Units 1 and 2.

Look back over the “Things to look out for” sections in these worksheets to see the areas of language that are covered and the difficulties that might arise for your students.

TIME

15–20 minutes

GRAMMAR

Question formation

Review of present simple statements and questions

much/many/a lot of

Review of possessive adjectives

PREPARATION

Photocopy one board game for every two teams.

AIM OF THE GAME

The aim of the game is for each team to make their way from one side of the board to the other, or from top to bottom. To get a square you need to fill in the blank correctly with a word or words (no blanks should be left empty).

The board has 25 squares. Each square is numbered and has a sentence written in it. The idea of the game is to make an unbroken line from one side of the board to the other. Once a team begins to move across the board from right to left, or top to bottom, they must continue in the same direction. The other team has to move in the opposite direction. Teams try and block each other's lines by choosing strategic squares. The winning team is the team who first makes an unbroken line from one side of the board to the other.

PROCEDURE

- 1 Divide the class into the Red team and the Blue team. If the class is big, have a number of teams working at the same time.
- 2 Toss a coin to see which team starts the game.
- 3 The team that wins the toss chooses whether they want to move vertically or horizontally. The team that moves vertically must choose a square from the top or the bottom outside edge to start. The team that moves horizontally

must choose a square from the right or left outside edge to start.

- 4 The team starting first then chooses a square to start and tries to complete the sentence or the question.
- 5 Then it's the other team's turn.
- 6 The teams continue playing until one of the teams reaches the other side in an unbroken line.

ANSWERS

- 1 a
- 2 much
- 3 my / our (either would be possible)
- 4 do
- 5 many (*many* is used in negative sentences although you might hear people use *a lot of*)
- 6 Are
- 7 does
- 8 lives (most logical answer although *works* would also be acceptable)
- 9 fairly / pretty / very (any of these would be possible)
- 10 many (*a lot of* is usually used in affirmative answers and not in questions)
- 11 an
- 12 a lot of
- 13 don't
- 14 not (although leaving the blank empty would also be possible)
- 15 How
- 16 works (only logical answer)
- 17 small (although adjectives such as *beautiful*, *pretty*, etc. would also be possible)
- 18 Is
- 19 don't (although leaving the blank empty would also be possible)
- 20 his (the only logical answer unless the subject of the conversation is changed)
- 21 isn't
- 22 not (the contracted form *isn't* might be used more frequently, especially in informal situations)
- 23 from (although *in* would also be possible)
- 24 much
- 25 does

GRAMMAR BLOCKBUSTERS

1 He's doctor.

2 How crime is there in New York?

3 Is this your house? Yes, it's house.

4 What you do?

5 There aren't interesting places to visit.

6 you married?

7 Where Maria live?

8 She in Los Angeles.

9 Tokyo is a big city.

10 Do people live in London?

11 Carlos is engineer.

12 There is traffic in New York.

13 Do you like your job? No, I

14 No, I'm a doctor.

15 old are you?

16 He in a hospital.

17 We live in a , quiet village.

18 he a doctor?

19 We live in London.

20 Tom's car is red. Is that car?

21 There much space.

22 No, it is

23 I am San Francisco.

24 How information do you need?

25 Does Jane like dogs? Yes, she