

Activity 5: Numbers pelmanism

Interaction: Small groups

Aim: To practice associating words and figures for numbers 1–20.

Vocabulary: Numbers 1–20

Materials: One worksheet, cut up, for each group

Preparation: Photocopy the worksheet, one copy for each group, and cut up the cards.

Time: 5–10 minutes

Procedure

- 1 Divide the students into groups of three or four.
- 2 Give each group an envelope containing the cut up words and numbers. Have them match the words and numbers.
- 3 Go around the class and check students are matching up the slips of paper correctly.
- 4 When the groups have finished, have them practice pronunciation. Write a figure on the board and elicit that number.
- 5 Have students continue this in their groups. One student can hold up a figure and get the other members of the group to say the number. This role can be rotated. Meanwhile, you can monitor students' pronunciation.

Additional ideas

- Students can play real pelmanism by putting all the words and figures face down on a desk and then taking turns to reveal two cards. If the two match, that student takes the pair and continues. If they do not match, they are put back, face down, in the same position and the next player has a turn. The winner is the student with the most matching pairs when all the cards have been turned over.
- Fast finishing groups can hide the words and test each other on spelling. One student can show a figure and another student can spell the word aloud.

Notes

- You could keep the papers in an envelope to ensure you will be able to use them again.
- You could produce sets of cards for each group on differently colored card.
- Pelmanism – 'open' as in the activity described, or 'closed' as in the variation above, can be used to provide rapid review or practice of a wide variety of language. Examples include: match the verb and noun (to catch a plane, to read a newspaper), the verb and adverb (to smoke heavily, to speak clearly), opposites (fat/thin, big/small) and synonyms (pleased/happy, good/fine).

Activity 6: Tic tac toe

Interaction: Whole group

Aim: To practice accurate question forms.

Vocabulary: Various

Materials: Whiteboard and pen / blackboard and chalk

Preparation: None.

Time: 10–15 minutes

Procedure

- 1 Draw a grid on the board as follows:

Do	Does	Where
What	Is	Do
When	Are	Who

- 2 Divide the class into two teams: X and O.
- 3 Tell team X to choose a square and make a question with the word on the square. At this point the students can confer, but have one student give the answer. Team X chooses a square, e.g. *Do*, and forms a question, e.g. *Do you live in Spain?*
- 4 Ask the other team if it is correct. If it is correct, erase "Do" and replace it with "X".
- 5 If it's wrong, the other team may have one chance to form a correct question. If they form a correct question they get the square and you mark it with an "O".
- 6 Then it is team O's turn. Repeat steps 3 to 5.
- 7 The first team to get a line of three Xs or Os in any direction is the winner.
- 8 For a second round, complete the grid with different words, e.g. there is / there are / are there / a / some / any / usually / always / likes.

Additional ideas

- Substitute other words in the grid. This activity can be a good way of reviewing mixed auxiliary verbs (*can, could, will, have* etc.), past tense irregular verbs, adverbs (*usually, never, yet, just* etc.) and word order.
- Have team X answer the questions created by team O and vice versa.

Notes

- Games can be very complex yet easy to understand – it is generally best to demonstrate what is required rather than to explain the rules.
- Team activities like this are good for building relationships within the group.

					
	1	2	3	4	5
	12	13	14	15	16
	one	twelve	thirteen	fourteen	fifteen
	two	three	four	five	six
	6	7	8	9	10
	17	18	19	20	11
	sixteen	seventeen	eighteen	nineteen	twenty
	seven	eight	nine	ten	eleven