

# The Grammar Game

## **Introduction:**

The Grammar Game can be played on two levels:

1. Beginner level – designed for players with little understanding of English grammar.
2. Advanced level – designed for players who wish to consolidate their English grammar.

## **Instructions:**

The procedure is the same for both levels with one exception – points 1 and 2.

There is room for up to 4 players.

1. Take the board out of the box. Select the cards marked with the level you wish to play at. Place the cards with the triangle face down on the rectangle marked with a triangle. Do the same with the cards marked with a red circle.
2. Take the letters out of their bag. If you are playing at beginner level the letters should be placed with the letters facing upwards so that all the players can see them. If you are playing at advanced level they should be placed face down. Place the letters at random beside the board.
3. Each player must choose a coloured marker. Place the markers by the start flag.
4. Each player throws the dice. The highest score goes first, the second goes second etc.
5. Each time the dice is thrown the player moves forward. If the player lands on a triangle they must answer a triangle question before they can proceed. If they answer correctly the first time they may collect a letter. If they answer incorrectly they must wait until it is their turn again. When it is their turn they must try with a new question if they answer correctly they may proceed, BUT they may not get a letter. Anyone who fails to answer a question 3 times in a row may proceed the next time they throw the dice.
6. When a player lands on a question with both a triangle and a circle they must answer both a triangle and a circle question, if the player answers both questions correctly they may take two new letters. If they answer incorrectly they must, for each wrong answer give back to the letter bank a letter. They may however proceed with the game with their next turn.
7. The winner is the first person to create an English word using six letters.
8. In the event that a player completes the circuit before collecting enough letters to make a word they may start again. When a player passes the finish line they may collect an extra letter.

## **The Grammar thief**

### ***The game consists of***

One board with four bases in different colours.

One dice

4 counters in the same colours as the bases.

94 cards, with a word on each card. The cards are spread out on the board so that every square on the board has a card with a word on it.

### ***How many players?***

The idea of the game is to work in pairs and every pair has a base, but it can also be played without a partner. There can be between 2 and 8 players.

All of the bases do not have to be occupied, but at least two of them.

### ***How to play the game***

Every team (or single player) starts out at their own base. Every team throws the dice once and the one with the highest number starts.

The dice shows the number of "steps" you have to do with the counter. The square you land on has a card with a word on it and you pick it up and put it into the counter. Then it is the next players turn to throw the dice. If the dice shows a six you get to throw the dice again.

You can carry 5 words at a time. When you have five words you have to return to the base and deliver your cards. Now the words are safe and cannot be taken away from you. When you are in the field you can lose the cards if one of the other teams lands on the same square as you. If this happens, the other player gets the cards that you are carrying (they are transferred to his counter) and you are sent back to your base to start over, so the other teams can steal your words while you are in the field.

With the words you bring to your base, your partner has to create sentences.

The game is played for 30 minutes and when the time is up each team counts their points.

You only get points for each finished sentence and it has to be grammatically correct. If the sentence has three words, you get 3 points and if the sentence has five words, you get 5 points.

The team with the most points has won the game.

# RULES OF THE GAME

## How to win

The winner is the first player to collect all seven illustrated category cards and to reach the WIN square at the end of the game.

## How many people can play?

Between one to six individual players can play the game. You can play in pairs (with a maximum of six pairs) or in teams with as many players in each team as you want (with a maximum of six teams).

## How to start the game

First, each player or team must choose the level of the questions they want to answer. (There are three levels: elementary, intermediate or advanced.) It is important to remember that once you have chosen your level, you must answer **all** your questions at this level until the end of the game. In this way, it is possible that different teams playing in the same game may be answering questions at different levels. So, there may be an elementary player (or team) playing against an intermediate and/or advanced player (or team). This is acceptable as long as the players (or teams) do not change their levels during the game.

After choosing the level, each individual player, or one player from each team, throws the dice. The person who throws the highest number starts the game. If two or more players throw the same highest number, then these players must throw the dice again until only one player has the highest number.

## The questions and answers

On the question card you will see that the question nearest the top of the card has an A next to the number. This is the advanced level question. The middle question (with an I next to its number) is the intermediate level question and the bottom question (with an E next to the number) is the elementary level question.

A typical card looks like this:

Advanced question

Choose the correct preposition.

P A 34 The expression "once ... a blue moon" means rarely or infrequently.

- |       |       |
|-------|-------|
| a) on | b) at |
| c) by | d) in |

Intermediate question

P I 34 She glanced ... the news headlines as she hurried out of the shop.

- |       |            |
|-------|------------|
| a) up | b) at      |
| c) on | d) through |

Elementary question

P E 34 When you cannot decide what to do about something, you are ... two minds about it.

- |           |         |
|-----------|---------|
| a) in     | b) with |
| c) before | d) at   |

The answers, which are on the back of the question card, are laid out in the same way.

## How to play the game

The person with the highest number is the first player. Put your playing piece on the GO square at the bottom of the board and throw the dice. Move your piece forward by the same number shown on the dice. E.g. If you throw a five, then you move forward five squares on the board.

Look at the colour of the square you have landed on. The colour represents one of the seven categories. You will find a key on each side of the board that explains which colour represents each category. E.g. If you land on a green square, then you must answer a question (at the level - elementary, intermediate or advanced - that you already chosen) from the "False Friends" category.

After taking the correct question card, read out the question. Start the timer: you have 60 seconds to answer the question correctly. The first answer you give is the **ONLY** one that can be accepted. If you are playing in pairs or teams, you can discuss the question with your partners. You can give your answer by saying, "I/We think the answer is ...". Remember: this is the **only** answer that is acceptable.

If you answer the question correctly, you throw the dice again. When you give an incorrect answer, then you have finished your turn. The player (or team) on your right now throws the dice and answers their questions in the same way.

N.B. When you have finished answering your question, return your card to the back of the question section, with the questions facing you.

### How to win an illustrated category card

You have the opportunity of winning an illustrated category card when you land on one of the category squares with a picture on it. There are two of these illustrated squares for each category on the board.

If you land on one of these squares, and answer the question correctly, then you win that category card. Take an illustrated card for the category you have won and put it in front of you. This will remind you and the other players which card/s you have already won and which ones you still have to get.

If you answer the question correctly, you collect your category card, and throw the dice again. If you do not answer correctly, you do NOT receive a category card and it is the next player's turn.

### How to move around the board

You move your playing piece forward, following the direction of the arrows at the end of each row. If you go past an illustrated category square, then the next time you can move backwards if you want to try to land on it.

However, you may move in ONE direction only each time you throw the dice. So, if you throw a five, you can go either forward or backward five squares. You **cannot** go forward three squares and then backward two squares.

### Balloons and bungees

Sometimes, you will land on a square where a rope starts to lead up to a balloon or down to a falling person (a bungee).

If you answer your question correctly, you can choose whether or not to go up or down. If you decide to move up or down, then move your playing piece either up along the rope to the square where the balloon itself is shown, or down to the square where the falling person is shown. (Remember that your aim is to win all seven illustrated category cards, so it is a good idea to look at the positions of these illustrated squares before deciding whether to move up or down.)

However, if you answer the question incorrectly, then you have NO choice. You must go either up or down.

### The WIN square

After you have collected your seven illustrated category cards, you want to move to the WIN square. You must throw the exact number to land on the WIN square and win the game.

This means that if you are four squares away from the WIN square, you must throw a four to win. If you throw more than the number you need, you must move forwards to touch the WIN square and then go backward for the rest of the number.

E.g. If you need a four to win, but throw a five, then you must move forward four squares and go back one square. Your piece should now be on the square before the WIN square. You must then answer the question correctly before throwing the dice again. You must throw a one to land on the WIN square and win the game.

### How to play on half the board

If you do not have much time and wish to play a quicker version of the game, then you can begin the game by using the GO square halfway up the board. You play in the same way, using the same rules. You may, however, go backward past the halfway GO square if you want to land on a nearby illustrated category square.

### A final word

This game is designed to help you learn more English and use the English you already have. It is also meant to be FUN. I hope that you enjoy playing it!

*Fiona J S Miller*

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# CROSS THE RIVER!

**Type of game:** grammar game

**Grammatical area:** verbs, tenses, word order

**Aim group:** 6<sup>th</sup>-7<sup>th</sup> graders

**Levels:** easy – without green dice, without cards  
difficult – with green dice, with cards

**Number of players:** 2-4

**The game consists of:** 1 game board  
1 number dice  
4 counters  
4 boats  
1 big green dice  
60 word cards

**Legend:** Crossing the river. Players have to go from one bank of the river to the other one by jumping from stone to stone.

## Rules:

Players must go around the board from START to FINISH by rolling the dice and advancing the number on the dice. The winner is the first player to reach FINISH.

### How to start the game?

To start, all players roll the dice and the player with the highest number starts. The player on his left hand continues the process.

### How to play the game?

- 1) Roll the dice and advance the number on the dice.
- 2) Roll the big green dice.
- 3) Your task now is to say a sentence including the verb which you are standing on. The sentence is specified by a sign you have on the big green dice (CARD / ? / NO / 2x)

CARD – take a card with a frog

- read word(s) written on the card
- your sentence must include the verb you are standing on plus the word(s) written on the card

? – you have to create a question including the verb you are standing on

NO - you have to create a negative sentence including the verb you are standing on



2x – you have to create two different sentences both including the verb you are standing on

4) a) If your sentence was correct, you can stay on the stone you are standing on and it is the player's on your left hand turn.

b) If your sentence was wrong and some of the other players corrected your mistake, you have to go back to the stone which you stood on before rolling the number dice.

The player who corrected your mistake is given a boat in his colour under his counter. The boat makes him faster – he will advance number thrown on the dice plus one bonus stone every time it will be his turn. He loses the boat at the moment when his sentence is not correct.

(Each player can have only one boat at the moment. It means that if you have the boat and you correct another mistake, you are not given one more boat.)

### **Teacher's guide:**

The aim of the game: Usage of verbs. Game can be used for revision of grammar connected with verbs such as tenses, word order, irregular verbs, creating negatives and questions. The rules of the game force children to pay attention even if it is not their turn. Their task is not only to create their own sentences but also to correct others mistakes.

Function of cards: On cards are written words mostly defining time (including key words such as never, since, for...), some of them define place or manner. It means that cards make players to think of correct tense and the position of these words in a sentence.

Modifications of the game: The game can be used in full version or without some parts (cards). If you play without cards, you can restrict the game just on certain area of grammar (for example: you make the rule that only past tense can be used).

Teacher's role: Too choose the level according to the pupil's knowledge. Teacher makes introduction, divides children into groups and then monitors their work and answers their questions.

# Sentence Game

Type of game: Grammar game

Grammatical Area: simple sentence construction

Aim Group: grade three, and or students who are just beginning to learn English.

Number of players: variable, from 2-30.

Level: easy

## Teacher's Guide:

The aim of this game is to learn and use basic English words and begin to understand simple sentence construction. The teacher's role is to introduce the game and provide examples before play begins. The teacher must also correct the children's sentences after they have written them on the blackboard. Praising the students is especially important in creating a safe environment for the students to test newly gained knowledge and concepts!

This game will provide students with an opportunity to write, read and speak and understand the English language.

## The game consists of:

80 cards

Colored chalk

Playing time: 30 minutes...two rounds, for a total of four sentences per group

## RULES:

Players are divided into groups of 4-5 and assigned a number (group 1, 2 and so on) Each group chooses nine cards, three from each color stack.

Group number one begins by using their cards to construct two sentences. They then choose a representative from the group to write the sentences on the blackboard. The class has the opportunity to comment/correct the sentences if they are incorrect.

Points are awarded as follows:

1 point is given automatically for the construction of two sentences which have been written on the blackboard.

2 points are given for correct word order in the sentence.

3 points are given for a completely correct sentence.

½ point is given to another group for the correction of a sentence.

Winning the game:

After two rounds the points are tallied and a winning group is declared!

The winning group shares some sort of prize with the other members of the class (fruit for example).



## Grammar: adjectives & adverbs

1. Compare the following adjectives (using the positive, the comparative and the superlative degrees) and explain your choices

- |            |               |               |
|------------|---------------|---------------|
| 1. Hungry  | 5. Tender     | 9. Glad       |
| 2. Thin    | 6. Gentle     | 10. Difficult |
| 3. Careful | 7. Narrow     | 11. Good      |
| 4. Wrong   | 8. Unpleasant | 12. Ill       |

2. Decide whether an adjective or adverb is needed and explain why

1. This chair is very... (comfortable/comfortably)
2. I was sitting ... in my chair (comfortable/comfortably)
3. Their marriage seemed very... (happy/happily)
4. He looked ... at me (angry/angrily)
5. You look very ... today (angry/angrily)
6. Your brother speaks English ... well (extreme/extremely)

3. Translate the following sentences. Identify all adverbs, classify them according to type (adverb of time, place, manner, degree or sentence adverbs) and explain their position

1. Vi har haft meget travlt for nyligt
2. Mødet starter kl. 8 i morgen tidlig
3. Han så øjeblikkeligt faren
4. De drak altid the kl. 4
5. Hun så ham ofte. Hun har ofte set ham
6. Han kom ikke langt
7. Vi rejser ofte til udlandet
8. Vi tager i morgen tidlig kl. 8 toget til Frankrig
9. Han kørte stille og roligt på sin cykel
10. Han lukkede sagte vinduet
11. Vinduet blev sagte lukket
12. Hun opførte sig ikke naturligt
13. Hun har en usædvanlig god stemme
14. Hun er næsten for aktiv
15. Jeg tror simpelthen ikke på dig
16. Naturligvis opførte børnene sig godt
17. Vi får muligvis mere regn de nærmeste dage
18. Hun var bestemt ikke hjemme, da jeg for en time siden kørte forbi hendes hus

4. What would you tell the learner who made the following mistakes, so that she understood the mistake and could avoid making them again?

1. thinnest
2. more bigger
3. happier
4. more good
5. beautifullest

5. Comparative and superlative forms have been indicated by number in the two passages that follow. Study each of these and answer the questions

'... the *bravest* (1) and *most correct* (2), the *firmest* (3), the *most loyal* (4) and the *most ardent* (5) national hero.'

Fast music makes you shop *faster* (6), classical music makes you buy *more expensive* (7) wine and country music drives you to despair, psychologists said today.

'Certain types of music can influence the degree to which people are open to persuasion,' Adrian North of Leicester University told the British Association Annual Science Festival at Birmingham University today. 'Music tempo can influence the speed of customers' activity.'

After a study that showed that fast music led to shoppers moving around a supermarket *more quickly* (8) than did slow music, a follow-up showed that fast music caused diners to eat *more quickly* (9).

Another study showed a similar effect with fast music in a bar – drinking was *quicker* (10) than it was to slow music. In a cafeteria, diners took *more* (11) bites per minute than they did to slow.

Playing classical music and a selection from the Top 40 in a wine cellar revealed that people buy *more expensive* (12) bottles to classical, while sad music in a stationery shop led to a *bigger* (13) purchase of greetings cards.

Sad music also led to people being *more helpful* (14) than did other types.

1. Is this from a comparative or superlative?
2. Is this form an adjective, adverb or quantifier (a type of determiner, such as *all* or *many*, that indicates quantity)?
3. Would an alternative form (e.g. *bravest* -> *most brave*) be possible? Would this change the meaning in any way?

## Evaluation of the grammar game

<b>Name of the game:</b>	
<b>Names of the members of the test group:</b>	
<b>Does the game work, i.e. are you able to play it? If not, why?</b>	
<b>Is the layout attractive? Why?</b>	
<b>Were the instructions clear? If not, why?</b>	
<b>What did you learn from the game?</b>	
<b>Was that the purpose of the game?</b>	
<b>Do you think it fits the target age group?</b>	
<b>Did you receive any information about why the game was constructed in this particular way? If not, do you think you may need it?</b>	
<b>Did you receive any information as to the relationship between the target age group and the choice of grammatical topic? If not, do you think you may need it?</b>	
<b>Could you use the game in your teaching? Why (or why not)?</b>	
<b>What do you think the group that created the game have learned from the process?</b>	
<b>Do you have any other comments?</b>	