

LIST AND MINGLE WITH MIXED GRAMMAR SKILLS

Certain games are great for practicing specific grammar skills. However, it is also beneficial for every teacher to be able to utilize games that provide students with an opportunity to practice a variety of skills. This week, we present two games that can be used to review many different grammatical concepts.

LIST OF EIGHT

Skills: This game can be used to practice a variety of grammar skills. Students also practice listening and speaking as they play.

Materials:

- An object that can easily be passed around a circle such as a ball
- Prompts asking students to verbally list five words according to specific criteria (see below)
- A timer

Example Prompts:

- List eight adjectives that begin with the letter ____.
- List eight adjectives to describe _____.
- List eight action verbs in the _____ tense.
- List eight nouns you would find in a _____.
- List eight examples of proper nouns that are people/places/titles.
- List eight synonyms/antonyms for _____.
- List eight adverbs that could be used to describe the verb _____.
- List eight verbs you would do at the _____ in _____ tense.

How to Play:

1. Arrange all of your students in a large circle. Create teams by having students count around the circle (1, 2, 3, 1, 2, 3, etc.) to designate which team they are on. Students will not move, but should remember their team number. The goal is to have members of each team mixed up and not seated next to each other in the large circle. List the teams on the board to keep track of points. (Note that in this version of the game, points are actually damaging and the team that ends the game with the *least* amount of points is the winner!)

2. Give the object that will be passed around to the student who will go first. The student should hold on to the object until a verbal prompt is given. This student is “it” for the first round.
3. At the moment the prompt is stated, start a timer for thirty seconds to one minute. The student who is “it” must pass the object clockwise to the next person as soon as they say the first item according to the prompt.
4. Students continue to quickly pass the object around the circle as long as items are being listed. When eight items have been listed, or when the timer goes off, the object stops.
5. If the student who was originally “it” was able to list eight words that correctly adhere to the prompt, then the person who is holding the object gets a point for his/her team. If the student who was originally “it” was unable to list eight words correctly before the allotted time, his/her team gets a point.
6. The student who ends up holding the object is “it” for the next round. A new prompt is given, the timer starts, and the student passes the object clockwise as soon as they list the first word.
7. Continue the game until all of the prompts have been given. The team with the fewest points wins!

20 QUESTIONS MINGLE

Skills: This game helps students practice forming questions using *is* and *does* with adjectives, verbs, and prepositional phrases. Speaking, listening, reading, and writing are also practiced during the activity.

Materials:

- Pictures of people, places, or things related to a theme (such as animals, classroom objects, occupations, etc.). You will need one picture for each student playing the game.
- Masking tape

Example Recording Table:

This table can be copied from the board into students’ notebooks. Students can number their classmates’ names 1-20 to keep track of how many questions they have asked.

Classmate’s Name	Question you asked	Response
1 Sarah	Is it edible?	yes
2 Jin	Is it round?	no

3 Eduardo	Does it have a scent?	yes
4 Mary	Is it sweet?	yes

Example Questions:

- Is it _____? (large, small, tall, short, etc.)
- Is it used for _____? (writing, cutting, cooking, etc.)
- Does it have _____? (feathers, fur, scales, etc.)
- Does it live in _____? (the desert, our country, the water, etc.)
- Does it eat _____? (plants, bugs, animals, etc.)
- Does this worker _____? (help sick people, work with money, use a computer, etc.)
- Does this object belong _____? (in a desk, on the bookshelf, on the wall, etc.)

How to Play:

1. If necessary, review how to form questions using the words *is* and *does* with students as they will need to ask questions in this format during the game. (See the examples above.)
2. Tell students that they will each get a picture of something (such as an animal, classroom object, etc.), but will not get to see what it is. The picture will be taped to their back so they cannot see it.
3. Inform students that they will have a chance to ask up to twenty questions about the picture that is taped to their back by mingling with classmates. They should only ask each classmate one question (unless you have a small class). Students may not ask “Is it a (noun)?” about their picture. Instead, they must ask questions that help them collect information about the item pictured.
4. Students should copy a table like the one above into their notebooks or on a sheet of paper so that they can record the questions they ask and the answers classmates provide. All questions should be formed using *is* or *does*, and students can refuse to answer questions that are not formed properly.
5. If a student believes they know what the picture on his/her back shows, they must write down the name of the item, animal, occupation, etc. at the top of their list of questions and immediately find the teacher to see if they are correct. The teacher can determine if the student is correct and check their questions to be sure they are correct.
6. The first five students to quickly identify their pictures are the winners. The game may be repeated by collecting all of the pictures and redistributing them to different students, or by giving students a set of completely new pictures to wear in a second round.

7. The recording tables can also be collected and checked for accuracy and correct formation of questions by the teacher or in small groups or pairs. Common errors should be noted and reviewed.

The games presented this week can provide students with an opportunity to practice multiple grammar skills at the same time. To be successful, students have to draw upon knowledge of many different concepts at once. Therefore, these games are especially useful for reviewing multiple related skills. Try the Activate Games for Learning American English [Board Games](#) series and the American English Webinar [Out of Your Seat Grammar](#) for more great ideas!

Playing games in the English language classroom not only makes learning fun, but also encourages students to take risks and use language in authentic ways. Grammar is often taught and reviewed using worksheets or exercises from a textbook, but playing games can motivate and engage students in new ways. Try the activities presented in this month's Teacher's Corner and watch your students' grammar skills grow!