

Cambridge University Press  
978-0-521-66342-7 - Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities  
Maria Lucia Zaorob and Elizabeth Chin  
Frontmatter  
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# Games for Grammar Practice

A resource book of  
grammar games and  
interactive activities

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# Introduction

*Games for Grammar Practice* is a carefully designed selection of over forty games and activities for intensive and interactive grammar practice with basic to advanced learners of English. Because it follows closely the grammar syllabus of most EFL/ESL courses, it is a most useful complement to many course and grammar books in use today.

## THE IDEAS BEHIND THE ACTIVITIES

**Cooperative learning** You will probably notice that, in most games, knowing the language is not the main factor that leads to winning; actually, luck, strategy and creativity play important roles. This has been done on purpose to foster a cooperative rather than competitive atmosphere, and to make sure weaker learners can also participate and win. Also, in some of the games there is no winner at all.

**Teaching, not testing** The activities in the book are meant to give learners an opportunity to practise and experiment with language. For this reason many of them present a lot of input while requiring relatively little production in the target structure. This encourages learners to concentrate on processing the meaning of target structures instead of pressuring them to produce such constructions before they are ready to.

**Self and peer correction** Our experience tells us that self and peer correction are often more effective than teacher correction in helping students to take responsibility for their own learning. Thus most of the game rules and activity procedures urge the participants to monitor their own as well as their peers’ language production.

**Practice** The activities have been designed to make sure that learners get plenty of practice in the target structures.

**Personalization** There is plenty of room for learners to establish rapport with their classmates by sharing their experiences, values and beliefs.

**Oral interaction** All the activities are interactive to encourage learners to attend to meaning and form as they interpret and produce language.

**Information gap** If exchange of information is one of the basic reasons why people communicate in real life, then classroom activities should also urge learners to seek and provide information.

**Task-orientation** As in real life, learners will be using the information obtained from others to accomplish tasks.

**Variety** You will find a lot of variety as to context, activity type, type of interaction and materials, because novelty helps to sustain interest.

**Enjoyment** Fun and pleasure in learning are probably the strongest motivation factors. In our activities, they take the form of challenge, humour and acknowledgement of learners’ creativity.

## PRACTICAL TIPS

**Re-using the material** It is probably best to have the boards and cards laminated. However, as this may turn out to be quite expensive, you may instead photocopy the pages directly onto cardboard or paste the photocopies onto sheets of cardboard. As for the boards, another inexpensive solution is to keep them inside plastic bags.

**Sorting out sets of cards** This task will be much easier for you and your students if you distinguish the sets by colour. So, either photocopy the pages onto coloured sheets or draw straight lines right across or down the back of the sheets with coloured felt-tipped pens before cutting up the cards. You may also want to store them away in coloured envelopes or bags.

**Substituting material** In case you do not have enough counters, use coloured paper clips instead. They are easy to find and inexpensive.

**Preparing for activities** Read the instructions carefully and make sure you have the necessary material. Either explain or demonstrate how the game or activity works. Use L1 if necessary, especially with beginners. Note that the vocabulary lists provided in the instruction sheets reflect what we think might be new to students. Always check the boards, cards, or grids for vocabulary items, and pre-teach them if necessary.

# Thanks and acknowledgements

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# Games for Grammar Practice

Map of the book

KEY: B = BEGINNER; E = ELEMENTARY; P = PRE-INTERMEDIATE; I = INTERMEDIATE; U = UPPER-INTERMEDIATE; A = ADVANCED

Activity	Language focus	Activity type	Topic	Level	Time (minutes)	Page
UNIT 1 Present						
1.1 Balloon tours	Present simple of <i>be</i>	Information pool	Countries	B	10–15	8
1.2 A day at home	Present continuous	Board game	Activities done at home	E	10–20	10
1.3 Looking for a flatmate	Present simple	Interview	Habits and routines	E	20	12
1.4 Lend a hand	Present simple 3rd person singular	Problem solving	Age, occupations and hobbies	P	20	14
1.5 Time and again	Adverbials of frequency	Betting game	Activities and events	E–P	20–30	16
UNIT 2 Past						
2.1 Gotcha!	Simple past	Questions and answers	Activities and events	E	10	20
2.2 Everyday hazards	Simple past/past continuous	Story telling	Funny accidents	I	20	22
2.3 Sweet memories	<i>Used to</i>	Board game	Growing-up memories	I–U	20–30	24
UNIT 3 Present perfect and past perfect						
3.1 Around town	Present perfect simple	Board game	Recent experiences or events	I–U	20	26
3.2 Snooping around	Present perfect simple	Truth or dare	Life experiences	I–A	20–30	30
3.3 Before or after?	Past perfect simple	Card game	Causes and consequences	I–U	15–20	35
UNIT 4 Future						
4.1 What on earth...?	<i>Going to</i>	Board game	Intended actions	P–I	20	38
4.2 Make it snappy	<i>Will</i>	Card game	Unplanned decisions	P–I	10	40
UNIT 5 Mixed tenses						
5.1 Easy rider	Mixed tenses	Board game	Travelling	P	15–20	43

Map of the book

Activity	Language focus	Activity type	Topic	Level	Time (minutes)	Page
UNIT 6 Conditional and wish constructions						
6.1 Nothing’s perfect!	First conditional	Simulation	Jobs	I	20	47
6.2 Watch your step!	Second conditional	Snakes and ladders	Unusual behaviour	I	20	50
6.3 Pick my good deed	Third conditional	Board game	Justifying actions	U–A	15–20	52
6.4 The wish race	Wish constructions	Grid game	Regrets and complaints	I–U	15–20	55
UNIT 7 Reported speech						
7.1 Who’s got my message?	Reported speech	Card game	Telephone messages	I	15–20	57
UNIT 8 Modals						
8.1 Crazy cans	Can for ability	Crazy eights	Abilities	E	10–15	60
8.2 Let’s go together	Like v. would like	Find someone who	Invitations	E	10–20	62
8.3 Spinning ideas	Modals (simple)	Scattergories	Constraints and possibilities	P	15–20	66
8.4 Tough luck!	Modals (perfect)	Debate	Speculations	A	–	68
UNIT 9 Passive and causative						
9.1 Something in common	Simple present and past passive	Trivia pursuit	World knowledge	E–I	15–20	71
9.2 Grown-ups!	Passive + infinitive	Discussion	Growing-up experiences	I–A	20	73
9.3 Round the clock	Causative with have	Role-play	Errands and services	I–U	20	75
UNIT 10 Questions and auxiliaries						
10.1 Making friends	Wh-questions with present simple	Find someone who	Personal information	B–E	10–20	78
10.2 What’s my answer?	Yes/no questions with present simple	Betting game	Open	B–E	15–20	80
10.3 All about us	Wh-questions with mixed tenses	Personal trivia	Open/personal	Any	20–30	82
10.4 Unique me	Auxiliaries too, either, so, neither	Sharing	Open/personal	E–I	10–15	84

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Activity	Language focus	Activity type	Topic	Level	Time (minutes)	Page
UNIT 11 Articles						
11.1 Come one, come all	<i>a/an</i> v. <i>some</i>	Board game	Food	B–E	15–20	87
UNIT 12 There and it						
12.1 Pack ‘n’ go	<i>There be</i> in present simple	Information pool	Hotels	E	10–15	90
12.2 Rain or shine	<i>It</i> as subject	Tic-tac-toe	Weather conditions	I	10–15	92
UNIT 13 Verb forms						
13.1 Verb trap	<i>To</i> v. <i>-ing</i>	Grid game	Open	I	15–20	94
UNIT 14 Prepositions						
14.1 The preposition contest	Prepositions of place and time	Tic-tac-toe	Open	B	15	96
14.2 You and I	Adjective + preposition	Sharing	Personality and feelings	I	15–30	98
14.3 Preposition checkers	Verb + preposition	Chinese checkers	Open	U	20	100
UNIT 15 Comparisons						
15.1 How do they compare?	Comparative forms of adjectives	Dominoes	Open	I	20	104
15.2 Three of a kind	Comparative forms of quantifiers	Rummy	Common nouns	P	10–15	106
UNIT 16 Possessives						
16.1 Family album	Subject pronouns and possessive adjectives	Maze	Family	B	15	109
16.2 What a mess!	Genitive <i>-s</i>	Information pool	Personal belongings	E	10	112