

MOVING ON

2.3

PRIMARY GRAMMAR BOX

# Action charades



**ACTIVITY TYPE**  
team miming game

**LANGUAGE FOCUS**  
imperative  
present continuous  
possessive determiners: *your, his, her*

**LEVEL**  
2

**AGE RANGE**  
9–10

**SKILLS**  
reading, speaking

**TIME**  
30–40 minutes

**MATERIALS**  
a copy of the *Action charades* worksheet, two extra prompt cards

**Before class**

Make one copy of the *Action charades* worksheet and cut it into 24 cards. Prepare extra prompt cards for the demonstration (*talk on the telephone, listen to the radio*).

**In class**

- 1 Pre-teach or revise the following verbs with flashcards or mime: *eat, drink, watch TV, dance, walk, run, jump, sing, put on your sweater, take off your hat, write, ride a bicycle, open a door, paint, comb your hair, clean your teeth, wash your hands, swim, cut paper, read, play tennis, drive, sleep, climb a tree.*
- 2 Illustrate by example at the front of the class. Silently read the prompt card *talk on the telephone* and mime the action. Ask pupils *What am I doing?* to elicit *You’re talking on the telephone.*
- 3 Ask a pupil to come to the front of the class and give him or her the prompt card *listen to the radio*. The pupil mimes the action for the other members of the class to guess. Ask pupils *What’s he/she doing?* to elicit the answer *He’s/She’s listening to the radio.*
- 4 Divide the class into teams (maximum ten pupils in a team) and give each team a letter: A, B, C, etc. Number each member of the team from one to ten.
- 5 Place your pile of *Action charades* cards face down on the table and call for the first player, A1, to come to the front of the class.
- 6 The player reads the card silently, shows it to the teacher and mimes the action. The team has a maximum of three minutes to guess the answer. If the player talks while miming, their turn is finished and the card goes to the bottom of the pile.
- 7 If the team guesses correctly with a grammatically correct sentence, they win the card. If the sentence is not correct, the card goes to the bottom of the pile to be used again later. Cards with possessive determiners have a higher score, so ensure the correct use of these.
- 8 Once all the cards have been won, the team with the highest points total is the winner.

**Note**

Any discipline problems can be controlled by confiscating previously won cards from rowdy teams.

Action charades

<b>eat</b>  2 points	 <b>drink</b>  2 points	<b>watch TV</b>  2 points	<b>dance</b>  2 points
 <b>walk</b>  2 points	<b>run</b>  2 points	<b>jump</b>  2 points	<b>sing</b>  2 points
<b>put on your sweater</b>  3 points	<b>take off your hat</b>  3 points	<b>write</b>  2 points	<b>ride a bicycle</b>  2 points
<b>open a door</b>  2 points	<b>paint</b>  2 points	<b>comb your hair</b>  3 points	<b>clean your teeth</b>  3 points
<b>wash your hands</b>  3 points	<b>swim</b>  2 points	<b>cut paper</b>  2 points	<b>read</b>  2 points
<b>play tennis</b>  2 points	<b>drive</b>  2 points	<b>sleep</b>  2 points	<b>climb a tree</b>  2 points

FLYING HIGH



PRIMARY GRAMMAR BOX

# What are they going to do?

ACTIVITY TYPE

individual, describing pictures

LANGUAGE FOCUS

going to future

LEVEL

3

AGE RANGE

11–12

SKILLS

speaking, writing

TIME

40 minutes

MATERIALS

a copy of the *What are they going to do?* worksheet per pupil

Before class

Make a copy of the *What are they going to do?* worksheet for each pupil.

In class

- 1 Revise or pre-teach the vocabulary in the activity.
- 2 Say *I'm going to stand up*, wait a moment and then stand up. Say *I'm going to write on the board*, wait a moment and then write on the board. Say *I'm going to look out of the window*, wait a moment and then look out of the window.
- 3 Say:  
*Listen and repeat.*  
*I. I'm going to look out of the window.*  
*You. You're going to look out of the window.*  
*He. He's going to look out of the window.*  
Continue with the remaining subject pronouns.
- 4 Play the chain game. The idea of the game is that pupils respond quickly to a new prompt and say a correct new sentence each time. Ask the class to stand up. Explain the game by example by supplying the first three sentences (see below). Ask the first pupil to repeat the model sentence, and then give the prompts for individual pupils to say the new sentence. If pupils fail to supply the right sentence, they sit down. Play until you have a winner.  
TEACHER: *She's going to eat an apple.*  
TEACHER: *He.*  
TEACHER: *He's going to eat an apple.*  
TEACHER: *A sandwich.*  
TEACHER: *He's going to eat a sandwich.*  
TEACHER: *She's going to eat an apple. Repeat!*  
PUPIL 1: *She's going to eat an apple.*  
TEACHER: *He.*  
PUPIL 2: *He's going to eat an apple.*  
Continue with: *sandwich, make, they, a cup of tea, she, have, a bath, we, breakfast, I, an exam, you, do, she, an exercise, we, write, a letter, read, I, the book, they, buy, we, a comic, she, a dress, wear, wash, you, a car, he, drive, a bus, they, catch, a train, we, miss, the plane, I, wait for, she, take, they, a photo.*  
Continue with other suitable prompts if necessary.
- 5 Give your pupils the worksheet. Ask them to do the exercise.
- 6 Circulate to monitor. Do not tell them answers, but rather prompt and suggest.
- 7 When pupils have finished, correct the activity either individually or collectively. Allow other reasonable variations.

Key

- 1 He's going to take a photo.
- 2 She's going to have breakfast.
- 3 He's going to wash the car.
- 4 She's going to get dressed.
- 5 She's going to buy a comic.
- 6 He's going to listen to a CD.
- 7 They're going to play football.

What are they going to do?

Example:

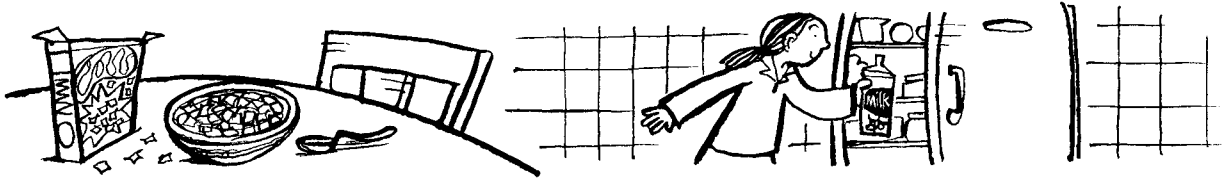


She's going to watch television.

1



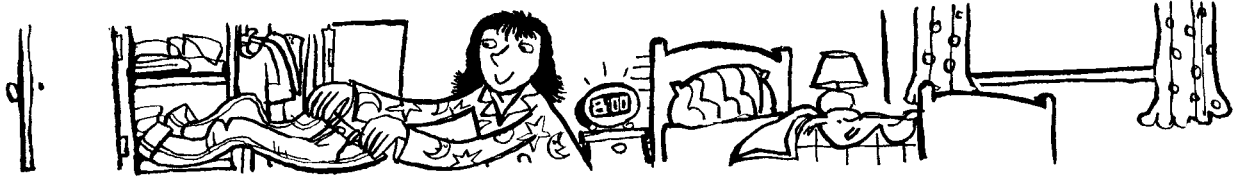
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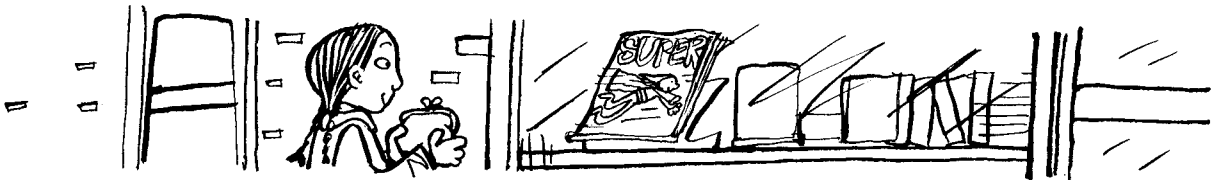
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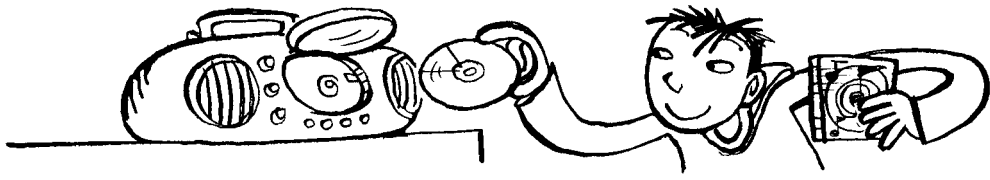
4



5



6



7

