

## Grammar

### True or false?

**Activity:** Sentence completion and guessing game in pairs

**Language:** Past tenses and present and past habits

**Preparation:** Make one copy of the worksheet for each student.

#### Procedure

- Divide the class into pairs. Give one worksheet to each student.
- Ask students to complete the sentences about themselves. Tell them that six of the sentences must be true and six must be false. The aim is to try to make the other student believe the true sentences are false and the false sentences are true. Encourage them to write true sentences which, although true, might seem unlikely and false sentences which, although false, could be believed to be true. Give them some sentences of your own as examples.
- When they have completed the sentences, students take turns to read them to each other and to guess which are true and which are false. First, Student A reads a sentence and Student B guesses 'True' or 'False'. Student A confirms whether the sentence is true or false, and whether Student B's guess is correct. Student B gets a point for a correct guess. Then Student B reads out a sentence and Student A guesses 'True' or 'False', and so on.
- The student with more correct guesses is the winner.

#### Alternative procedure

- Play the game in small groups (eg three or four students).
- At the end of the game, ask students to read out some of their sentences for the whole class to guess whether they are true or false.

## Vocabulary

### From top to bottom

**Activity:** Board game in groups of four

**Language:** Word formation using suffixes

**Preparation:** Make one copy of the worksheet per four students. Cut into three parts (the board, and the Team A and Team B cards). You also need two counters per group of four (students could use coins).

#### Procedure

- Divide the class into groups of four. Ask each group to divide into teams of two (Team A and Team B).
- Give each team a copy of the board and two counters. They place the counters on START at the top of the board. Also give each team a Team A or Team B answer card and tell them not to let the other team see it.
- Tell them that the aim of the activity is to get their counter from the START to the FINISH. To begin, Team A moves their counter onto any of their top three squares. Team A tries to identify and correct a wrong word form in the sentence. In each case, the word will need a suffix, and may require other small changes. They tell Team B what their word is and what it should be.
- Team B tells them if they are right or wrong, giving them the correct answer if necessary. If Team A's answer is correct, Team A puts an X in the square and stays where they are. They can move to the next square down on their next go. If their answer is wrong, they put an X in the square but move back to their previous square (or START if this is the first go).
- Now Team B moves their counter to any of their top three squares, and so on.
- Teams cannot cross a square with an X in and must move to a square they have not been on before unless they have got a word wrong and are moving back. Sometimes they will have to move sideways to get round a square with an X. They must avoid blocking themselves in if they get too many wrong answers.
- The activity continues until one team reaches FINISH.

#### Extension

Many of their words can match with more than one suffix, with a change in meaning. Ask teams to find as many of these words as they can. Set a time limit. Ask them to use the new words in a sentence. Check answers and award a point for each correct sentence.

## Communication

### As wise as an owl

**Activity:** Matching game in pairs

**Language:** Similes

**Preparation:** Make one copy of the worksheet for each pair of students. Cut up the cards as indicated.

#### Procedure

- Divide the class into pairs and give each pair a set of cards.
- Explain to students that there are eleven similes, but that each is in two halves. Ask students to match the sentence halves as quickly as they can. Check the answers with the whole class.
- Now ask students to turn the cards face down and mix them up. Explain that they should take it in turns to turn over two cards, one at a time, and read out what is on the cards. If the two make a simile, the student keeps the cards and gets another turn. If the cards do not make a sentence, he/she turns the cards face down again and ends his/her turn.
- The game continues until all the cards have been won. The student with the most cards is the winner.

#### Alternative procedure

Pair-forming activity: if you have 22 students or fewer in the class, cut up one worksheet and give each student one half of a sentence. Ask students to stand up and move around the class saying their half until they find the person with the other half of their simile.

#### Extension (with Unit 2 Communication activity)

Students do the pair-forming activity as above. When they find the other half of their simile, they sit down together as a new pair for the Unit 2 Communication (see below).