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ABSTRACT

A practicum project to develop instructional materials and related class activities for students of English as a second language (ESL) is described. The context in which the project took place is the ESL instruction of Japanese students with minimal English skills and low motivation in an American community college in Japan. The materials consist of one deck of 3-by-5-inch picture cards and 46 grammar-based card activities. The deck of cards consists of 27 different pictures in matching pairs, for a total of 54 cards. Students are instructed to practice a dialogue in small groups of 3-5 students, while playing one of three familiar American card games. the focus is on repetitive oral production of specific grammar-based language structures in a controlled but interesting situation. The games and dialogues are designed so they cannot be performed by rote, but require students to interact with and listen to one another. The goal is to help learners gain confidence in speaking English and feel successful as language learners. Contains 13 references.
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CARD GAME ACTIVITIES
USING
GRAMMAR-BASED DIALOGUES

Sharon Elinor Willoughby
B.A. Temple University 1988

Submitted in partial fulfillment of the requirements for the Master
of Arts in Teaching degree at the School for International Training,
Brattleboro, Vermont.

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Date _____

Project Advisor _____

Project Reader S. Treadgold

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This is a materials development project created for a specific context: teaching Japanese students with minimal English and low motivation in an American community college based in Japan. It consists of one deck of 3 inch by 5 inch picture playing cards and forty-six grammar-based card game activities. The deck of cards consists of twenty-seven different picture cards with matching pairs, making a total of fifty-four cards. Students are instructed to practice a dialogue, in small groups of from three to five members, while playing a card game: Concentration, Go Fish, or One (or Two or Three) Card Turn Over. The focus is on repetitive, oral production of specific grammar-based language structures, in a controlled but interesting situation. The games and dialogues are designed so that they can not be done by rote; they require students to interact with and listen to each other. The goal is to help them gain confidence in speaking English and to feel successful as language learners.

ERIC: English-Second-Language, Instructional-Materials, Dialogs-Language, Games-, Grammar-, Student-Participation.

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INTRODUCTION

This is a materials development project created for a specific context: teaching Japanese students with minimal English and low motivation in an American community college based in Japan. It consists of one deck of 3 inch by 5 inch picture playing cards and forty-six grammar-based card game activities. The deck of cards consists of twenty-seven different picture cards with matching pairs, making a total of fifty-four cards. Students are instructed to practice a dialogue, in small groups of from three to five members, while playing a card game: CONCENTRATION, GO FISH, or one which I call ONE (or TWO, or THREE) CARD TURN OVER. The focus is on repetitive, oral production of specific grammar-based language structures, in a controlled but interesting situation. The games and dialogues are designed so they can not be done entirely by mechanical repetition or technical manipulation of language structures, but require students to interact with and listen to each other. The goal is to help them gain confidence in speaking English and to feel successful as language learners.

The Context

For the past two and a half years, April 1989 through September 1992, I taught English as a Second Language (ESL) at the United States branch campus of Edmonds Community College, in Kobe, Japan. The students who attended this school were Japanese young men and women between the ages of eighteen and twenty-two years. A large percentage failed their university entrance examination; therefore, they were

unable to gain entrance into Japanese institutions of higher education. They came to Edmonds to study English and to get, at least, a two year college education. Before taking college level classes at Edmonds, most students were required to take English as a Second Language classes.

The students for whom I developed these action playing cards were not progressing academically. Also, many of them seemed to lack motivation. They had already studied English for six years in the Japanese school system and were having trouble moving to a higher level in the ESL program at Edmonds. I taught integrated skills with a reading focus to the same group of from five to ten students, three hours a day for five weeks. In addition to teaching reading and some writing, I took at least one hour a day to work on developing oral language skills using the grammar-based dialogue card games.

I also used the action playing cards for an ESL class which I taught independently in my neighborhood. This class had from four to six students, all females, ranging in age from nine through fifty-four. These students had a wide range of abilities and activity-level needs. I used some of the card games during ten of these one and one-half hour classes.

The Rationale

The need for developing these playing cards grew out of the situation at Edmonds, so the ensuing discussion of the problems, goals, and solutions applies to the students there, whom I have described above, unless specifically stated otherwise.

The problems which I encountered were related to several factors. The majority of these factors were cultural. The culturally related impediments to learning to speak a language which I identified were an expectation that college was not a time to study hard, but rather, a time to relax and form relationships before entering the adult stage of life after having studied intensely through junior and senior high school; a reluctance to speak, even when called on, unless 100% sure of an answer, or unless it was important, therefore little language was practiced; a fear of "losing face" as a result of making a mistake, therefore no mistakes were made and learned from; a conversational style which emphasized taking turns rather than interaction, so when it was not their turn, students rarely listened to each other or to their teacher; and an emphasis on building relationships rather than practicing language as the focus in a small group activity, so, since it was a mono-cultural classroom, students resorted primarily to speaking Japanese. The other problems which I encountered were the general low academic level of my students (many had not been accepted into Japanese accredited colleges) and their absenteeism, in part due to their cultural expectation of college mentioned above.

I found, as a result of my past two and a half years of teaching English as a Second Language and from personal experience trying to learn a language, that the practice part of language learning is very important because it is at this point that we internalize the language structures. Therefore, my focus in this project is on the oral production stage of language learning because that was where my students needed help.

My purpose in creating the grammar-based dialogue card games was to get past the cultural and other variables mentioned above and help my Japanese students to speak more English in class, to listen to each other, and to take more responsibility for learning on their own. Essentially, I wanted to develop exercises which would create new patterns of interaction which I felt were more conducive to successful language learning. I accomplished this by developing a set of picture playing cards and grammar-based dialogues. The dialogues were practiced while playing card games in small groups.

In designing the action playing cards, I decided to draw characters adapted from characters in "Manga," or Japanese comic books, which are very popular in Japan. (In addition, HAROLD FIX BIKE was adapted from DeFilippo, page 50 and BILL WASH CLOTHES was adapted from Parnwell, page 35.) I created a family of nine people covering three generations, who performed specific activities which are depicted on the cards in the form of pictures and word prompts. On the playing cards I used two types of verbs: single verbs or verbs + prepositions; each accompanied by a noun. The family relationships and activities gave my students a context to talk about. The pictures gave them visual support, and the word prompts supplied the key vocabulary with which to produce the sentence(s). Finally, the physical involvement of manipulating the cards while playing a card game and winning points, lessened students' self-consciousness and freed them up to produce English.

My rationale for deciding what to teach was based on an important premise of language learning: Build on something students are familiar

with. Therefore, I chose to focus on grammar because most Japanese students have studied it for at least six years. In addition, grammar gives students a pattern to follow and enables them to monitor their own and other students' language production. It also gives them a system for comparing the structure of English to their own language, Japanese.

I used several criteria for deciding which grammar structures to teach. First, I chose grammar that was difficult for Japanese students or at least different from Japanese; for example, sentence word order, tag questions, prepositions of place, infinitives, gerunds, MUCH versus MANY, comparative adjectives, superlative adjectives, articles, possession, noun plurals, countable nouns, non-countable nouns, and the auxiliary DO. Second, I included some of the grammar listed in the language competencies for the Edmonds Community College Reading Module. Third, I chose grammar that would work with the cards I had created with pictures of people doing things. Finally, I tried to use grammar structures that would help my students to interact in English, to help them initiate and keep conversations going. To do this I used a lot of WH-questions and YES/NO questions in three tenses: the past, the present, and the future.

In addition to utilizing my own experience, I consulted several ESL books, such as, Teaching Tactics for Japan's English Classroom by John Wharton, Grammar Practice Activities by Penny Ur, and The ESL Miscellany by Raymond C. Clark, Patrick R. Moran and Arthur A. Burrows, to give me insight into what and how to teach specific grammar structures. To refine my teaching of these structures, I consulted Modern English, a Practical Reference Guide by Marcella Frank, and the

grammar-based text books listed in the bibliography. To create handouts for card game activities #16 and #17, I adapted the format and explanations for comparative adjectives and superlative adjectives from Nancy Clair's, The Grammar Handbook, Part One, Beginner ESL, pages 133 and 136 respectively.

The language component of the activities was in the form of short grammar-based dialogues (one-line sentences in a few cases), to be practiced along with the card games. The dialogue idea naturally evolved out of my successful use of one and two line scripts with older, more motivated Japanese students whom I taught in an alternative English conversation class. It also grew out of my experience at Edmonds of initially giving too little language structure, and, as a result, being rather unsuccessful in getting my college-age students to produce English orally. A more detailed explanation of the various combinations of language drills used in my dialogues is included in the chapter, "Directions to the Teacher."

In the grammar-based dialogues which I developed I wanted to give my students the security of knowing what to say. I wanted them to get a feel for the way an English sentence is put together, which is different from a Japanese sentence, and I wanted to cut down on student errors. The dialogues gave the students something concrete to say with a clear formulae for saying it, and in the clear context of playing a specific card game. They were designed with a lot of structure so that a student's attention was taken off having to think of and produce all of the language her or himself, and s/he could focus on doing something with the language: playing a game. Because the dialogues required

students to make changes relevant to the cards they were manipulating, they were much more interesting and required more understanding of meaning than mere rote repetition.

In her introduction to her book, Grammar Practice Activities, Penny Ur distinguishes between three types of exercise which can be used to help students learn a grammar structure: manipulation of a grammar structure without any particular relationship to meaning, manipulation of a grammar structure based on understanding meaning, and production of meaningful language for a non-linguistic purpose. My card game activities fall into her second category. Students change the content of a dialogue with a specific grammar focus based on their understanding meaning. The dialogues are primarily in a question and answer format, so that students have to listen to each other and are asked to comprehend relationships or content in order to be successful playing the games. Some good examples of this are the activities based on understanding family relationships and expressing them possessively; for example, "Sheila is Ron's wife." in card game activity #8.

The two card games, CONCENTRATION, and GO FISH, which I adapted to my project and the one card game which I created, ONE (or TWO, or THREE) CARD TURN OVER, give students a purpose for using English; accumulating matching pairs and earning points towards winning a prize. Penny Ur says that games also provide "pleasurable tension"¹ which can add interest to an activity and also take the focus off producing language so students are not so self-conscious and inhibited. "Such tension is

¹Penny Ur, Grammar Practice Activities, A Practical Guide for Teachers (Cambridge: Cambridge University Press, 1988), 23.

enjoyable because it is rooted in the drive to achieve some stimulating and clearly-defined objective, with the spice of uncertainty as to results, but without any threatening real-life consequences attending failure."² Playing games also helped my students to relax and enjoy themselves, which is consistent with modern theories of effective language learning.

By concentrating on only one set of action playing cards with three card games, I cut down on the time needed to teach and set up each different game. Because producing one set of cards for each small group was so labor intensive, I wanted to get a lot of mileage out of my deck. Also, one deck of cards allowed the students to become very comfortable with the pictures and accompanying vocabulary. I have found that in a beginning level class, especially in Japan, changing activities or directions too often leads to confusion and insecurity on the part of the students, and it takes time and attention away from practicing English. With my method, once the grammar point was taught, students went ahead and played the game on their own. This made for a very student-centered class.

Finally, in order to improve student response time, and to encourage them to speak more quickly and spontaneously, rather than slowly and haltingly, I made some of the dialogues for the card games CONCENTRATION and ONE (or TWO, or THREE) CARD TURN OVER, competitive by directing two students to race against each other to see who could respond first; the winner received a chip. A different type of

²Ur, 23.

competitive component was already built into CONCENTRATION and GO FISH, since the purpose of each game was to make matching pairs.

The dialogues and card games worked best when played in small ongoing groups of from three to five students. The small groups gave students a lot of practice speaking and listening to English. They also provided security because the group members got to know each other. As a result, they could relax in their small groups and feel more free to have fun and make mistakes. The ongoing small groups facilitated students building relationships over time, an important cultural value.

The card game activities are not meant to provide a comprehensive grammar course. They are a collection of grammar-based dialogues which I was able to develop with this particular set of cards for the purpose of getting beginning level Japanese students actively producing English. My goal was to set up structured situations for language production without going into detailed grammar explanations (although I have provided practical suggestions for teaching some of the grammar). I was trying to reinforce and activate on an oral level what most students had previously been taught passively in English language classes in the Japanese school system. Because I was working with students who were having difficulty progressing, the controlled oral practice and game-like activities were even more important to helping them feel successful as language learners.

Changes I Made After Teaching the Activities

As a result of teaching the grammar-based card game activities, I made several changes to improve the playing cards, the cue cards, the

dialogues, the activities, the grammar, and the card games. The most important changes are discussed below.

First, I altered seven of the playing cards so that the language to be practiced would be more compatible with the grammar structures in my dialogues. This involved using more verb + preposition combinations and eliminating some verb + complement structures that did not work in many of the games; for example, GO (TO) BED, and PLAY (THE) GUITAR. Second, I decreased the number of examples of time signals for the tenses, adverbs of frequency, and adjectives, which students were asked to practice in the dialogues. I realized that I wanted students to learn each structure, thoroughly, with a few well chosen examples to practice on cue cards, rather than have them practice all the possibilities.

Originally, I wanted my students to learn to speak in complete sentences in English so that they would become comfortable with English sentence structures, which are different from Japanese. Although I definitely wanted them to practice the correct grammar structures in the long answers, I realized that after they were comfortable with these, that I wanted them to also have the experience of answering in more native-like English. Therefore, I included both long and short answers in the dialogues, and provided practice time for both.

Fourth, I completely rewrote some of the card game activities based on my experience teaching them. A good example of this is the card game activities #14 through #18 which introduce adjectives to describe and compare the characters on the playing cards. Originally, I taught them by introducing the family statistics dictation chart with

card game activity #15. But, I discovered that students had a difficult time manipulating the information on the chart as well as learning and practicing the forms. Based on my observations, I changed the activities so that #14 through #17 would focus entirely on learning the grammar forms, and activity #18 would serve as a cumulative review to give the students and teacher a chance to evaluate whether or not they had internalized the structures well enough to use them appropriately. Another reason for saving the dictation chart until activity #18 was to give students practice with a greater number of adjectives than just the eight used with the chart.

Finally, I standardized students' use of the nouns by addressing the exceptions in card game activity #3 and including a note in the presentation section of each activity, as needed. For example, the reminder that HER/HIS should be used with the cards LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, instead of A or the plural form. The possessive is used in these cases because it is assumed that the car, bike, or motor scooter is the same one and that it belongs to the person unless specified otherwise. Similarly, the plural form (see activity #28) is not used because it would change the meaning; HAROLD FIXES BIKES implies that it is his occupation. Other exceptions are MARY EAT BREAKFAST, LOUISE CLEAN HOUSE, RON COOK DINNER, ELIZABETH WATCH T.V., and SHEILA GO SHOPPING. The first four cards have a specific meaning in the context of these cards. Therefore, do not use them with A, HER/HIS, or in their plural form. The fifth card SHEILA GO SHOPPING can not be used with A, HER/HIS, and does not have a plural form. When this card can not be used in a card game activity, I have included a

direction, in the equipment section of the appropriate activity, to pull it.

I also standardized the game structures of CONCENTRATION and CARD TURN OVER by making most of them competitive. Originally, I designed both competitive and non-competitive versions of these two games to give variety. But as I observed students playing the card games, I discovered that the competitive version worked best in keeping the students engaged and listening to each other, while the other variations I tried tended to let students' attention lapse. So, I incorporated a competitive component in most of the dialogues for the card games CONCENTRATION and CARD TURN OVER. I also created new rules which specified that only two students, either to the right or to the left of the student asking the question, could compete to answer. This allowed the small groups to be larger than three.

The Results

I found that giving the students a task to do, to play a card game, with a prescribed dialogue to practice, and in the safety of their own group, freed them up to speak and communicate in English far beyond my expectations. Once I explained the grammar, reviewed the dialogues, and set up the game, the class became entirely student-centered. This allowed me as the teacher to circulate around the classroom to observe and help the students.

After just a few games, I noticed several differences in student behavior. For the first time in the classroom, instead of hearing a lot of Japanese, I heard predominately English spoken. I also noticed that

students began applying language they had learned in previous lessons. Then they began correcting and helping each other to produce the missing language, a clear indication that they were listening and involved. In addition, outside the classroom, I began to observe students interacting with native English speakers.

In my evening class, I found that the grammar-based card games were also useful in bridging the differences in activity levels, attention spans, and language levels. The cards helped to bridge the gap between the nine year old's need for lots of activity and her short attention span to the older students who were comfortable being less active and had longer attention spans. In addition, the structured dialogues gave security to the students with lower language levels, yet allowed students with more English to be creative.

The Audience

My hope is that these playing cards and dialogue activities will be used by other English language teachers in Japan and elsewhere, with beginners and false beginners, to encourage their students to begin using the English language for oral communication.

DIRECTIONS TO THE TEACHER

The Playing Cards

The action playing cards consist of a deck of twenty-seven pairs of picture playing cards with nine different characters. The nine characters make up a family comprising a mother, father, four children, a son-in-law, and two grandchildren. Each character is shown on three different cards doing three different activities. Besides an action picture, each card has the name of the character at the top of the card and two word prompts at the bottom: the root verb, for example, EAT and the main word of the complement, for example, BREAKFAST.

The Card Games

There are three games or ways of using the cards to practice the grammar in these card game activities. The simplest way of using the cards is to turn them over and talk about them. In the activities, this game is called ONE (or TWO, or THREE) CARD TURN OVER. The different variations of CARD TURN OVER can be played in small groups of two or more students. The cards are shuffled and laid face down in a stack or stacks. Students then take turns turning over one or more cards and practicing a dialogue. There are three variations for setting up this game. The cards can be laid face down in one stack in the middle of the table, or they can be dealt so that each student has a stack of cards in front of her or him. A third variation of CARD TURN OVER is to sort the twenty-seven cards into nine piles according to the characters names: the six Louise cards in one pile, the Harold cards in another, and so

on. The piles can be placed in rows next to each other. Each student then takes a turn, picks two (or more) cards from different piles, turns them over and constructs a statement or question. When all the cards are face up, students reshuffle each group of six and lay them face down again.

There is only one way to earn points in CARD TURN OVER, by competing with another student to answer a question. The student who responds first receives a chip; one chip equals one point. At the end of a game the chips are counted and the points are recorded in the points record book.

Another way of using the cards is to play the card game CONCENTRATION. It can be played by a minimum of two or a maximum of five students. All the cards are shuffled and laid face down individually (not in stacks). Students then take turns trying to turn over matching pairs. During a turn, a student turns over any two cards and produces the prescribed dialogue for the activity. If the pairs are matching, the student makes one sentence for both cards, and keeps the pair. If the pairs do not match, the student must make a statement, or ask a question about each one of the cards which two of the other students will compete to answer. Then the non-matching cards are turned over again. Sometimes the dialogue is based on only one card, this makes the game move faster and forces students to listen in order to know which card is being talked about. A student may continue taking a turn as long as s/he turns up a pair, but I prefer to have the turn rotate after a student tries once to make a pair. This give all the students more of a chance to practice speaking English.

The purpose of this game, in addition to practicing English, is to accumulate matching pairs of cards. The winner is the person with the most matching pairs at the end of a specific time limit, or after all the cards are picked up. Students can earn points in two ways: by earning a chip while competing to answer first, as in CARD TURN OVER, and by turning over a matching pair. Each card is worth one point; therefore, two points are awarded for each matching pair. At the end of the card game, the chips and the matching pairs are counted and the total number of points are recorded in the points record book.

The third game I have included is GO FISH. This card game needs at least three students. A group of four or even five is optimum because it challenges students to have to remember who has the cards which match with theirs. All the playing cards are shuffled and seven cards dealt to each student. The remainder of the deck is placed in the center of the group. The purpose again is to accumulate matching pairs. First, the students should look for any matching pairs in their hands. If they have any pairs they should pull these and place them on the table face up. To play the game, the students take turns asking each other for cards. The idea is to try to remember who has which cards so that each student can ask the appropriate student and get the card. A student must be holding the card she is asking for and must call on a specific student. If s/he is successful and completes her/his pair, she puts them face up on the table with the other pairs, and s/he continues taking turns until s/he fails to make a pair. If the student asked, does not have the card, s/he says, "Take another card." Then the next student takes a turn. An example of the dialogue is as follows:

- A: (Student's name), does Jack put off drawing pictures.
?: Yes, he does. (A student says this if s/he has the card in her/his hand.)
or
No, he doesn't. Take a card. (A student says this if s/he does not have the card.)

The game can also be played with each student making just one request for a card rather than taking a second or third consecutive turn when they are successful in completing a matching pair. This gives each student a more equal chance to practice speaking English. I played it both ways, and both worked, so it is a matter of preference. The game ends when someone runs out of cards.

There are two ways to win points in GO FISH. Two points are given to the student who goes out of the game first by running out of cards in her/his hands. Two points are also given at the end of the game to each student for her/his matching pairs. The points are recorded in the points record book.

Group Size

The optimum small group size per game is not less than three and not more than five students. Three students in a group gives more practice speaking English, and is simplest when students are competing to answer a question: one to ask the question, and two to compete in the answering. With more than two students competing, it is difficult to hear who answers first. So, to accommodate groups larger than three students, instruct the two students who are sitting to the right or left of the student asking the question to answer. The two students competing to answer will change as the person asking the question

changes. Initially this is more difficult to explain to the students, but it works well.

Support Materials

Usually a full deck of action (playing) cards is required for each small group for every game, but sometimes the teacher will be directed to pull one or more matching cards before the decks are given to the students; for example, "pull - SHEILA GO SHOPPING." In addition to the cards, there are four other possible types of support materials: 8 1/2 inch X 11 inch demonstration cards, handouts, cue cards, reward chips and points record books.

The demonstration cards are enlarged duplicates of the actual playing cards. One set is produced by making two enlargements of each one of the twenty-seven different playing cards, resulting in a total of fifty-four larger cards. These are needed for teaching and pre-practicing the grammar-based dialogues and card games. Only one set is needed for all of the games. If any of the playing cards are pulled, be sure to pull the corresponding demonstration cards before using them.

There are three kinds of handouts: grids, grammar, and vocabulary. The grids (see page 64 for an example) are used during some card games to focus the students on listening to the teacher and to each other by giving them a task to do, filling in the grids. They are also used, once the information has been filled in, as way of viewing the information while playing the card games. The grammar handouts (see page 58 for an example) provide explanations and pictorial support for the grammar and practice exercises for the students. The vocabulary

handouts (see page 52 for an example) contain vocabulary and exercises for practicing new words and language structures. Each student will need an individual copy of each handout.

Cue words such as the adverbs QUICKLY, SLOWLY, and CAREFULLY (see activity #25) are printed on 1 1/2 inch X 2 1/2 inch cards. They are used during a game to prompt students to form different structures by providing specific words or phrases that need to be practiced as part of the dialogue. Make one set for each small group. When there are fewer than nine different cue words required for a card game activity, include two to four copies of each word to complete one set.

The reward chips are used as motivation to play the card games and to take the focus off producing language. Each group should have about fifty colored chips, one inch square. The teacher can keep track of the points awarded for the chips (one point per chip), and for the matching pairs (one point for each card) in a class points record book, or each small group can have its own points record book for keeping track of each student's scores. Then at the end of each week, or every three days (whichever you as the teacher decide is a good motivating time period), a prize is given to the student in the class with the most points. After each prize the count begins at zero again, so that all students have another chance to win.

The Card Game Activities - An Overview

The card game activities which constitute the bulk of this paper, contain an objective or objectives, an equipment list, a sample dialogue or dialogues, and directions for teaching and practicing the grammar and

playing the card games. Sometimes variations to the dialogue or card games, and/or follow-up suggestions are also included. The time needed to teach and practice the grammar point(s), demonstrate and set up the game, and then play it will vary according to the previous knowledge, ability level, and enthusiasm of the students. A general guideline is to keep the grammar explanations and directions concise in order to give students longer practice time in their small groups. The language level of these card game activities is geared towards false beginners with a generally low-level ability to use English so the grammar is broken down into simple structures. When the activities are used with more advanced students, spend less time on presenting and practicing a grammar point and move through the card games more quickly.

Each card game activity focuses on specific grammar points which are clearly stated in the objective. When words such as **AT**, **THE**, etc. or a specific grammar point is first taught, they appear in bold letters. The card game activities are arranged in a step by step order so that when possible one grammar point builds upon another, or serves as a cumulative review for the grammar points taught earlier. It is possible to re-arrange these activities with care, or to create new ones. In some cases it may make sense to practice two card game activities together, or to break down one into two parts; that depends upon the English-speaking ability of the students.

The equipment list includes all the items needed for teaching a specific dialogue and playing the card game. Sometimes in a card game, specific playing cards have to be pulled when they do not work with the grammar to be practiced; that will be specified here. For a

comprehensive list of the different kinds of equipment see "Support Materials" on page 18.

The dialogue section contains a sample of the language to be practiced. The dialogues are designed to give students a lot of structure, but require them to make various kinds of substitutions, additions, or changes as they play the card games. I have created my own combinations and variations of six basic kinds of practice drills: substitution, transformation, expansion, reduction, utterance-response, question-word analysis, and chain. Below are brief descriptions of each kind. The letters A, B, etc., indicate that a different student is speaking.

In a substitution drill the sentence pattern remains the same, but different words are put together based on the playing cards.

e.g. Louise is driving a car.
 or
 Jack is drawing a picture.

For a transformation drill, a student is required to change the form of a statement or question.

e.g. A: Mary sang a song yesterday.
 B: Did Mary sing a song yesterday?

Expansion drills involve adding words (such as the frequency adverbs) or phrases (such as prepositional phrases of time) to a basic sentence.

e.g. Bill plays baseball.
 Bill always plays baseball, in the afternoon.

Reduction drills are practiced by giving students a fully formed sentence which they change to a contracted form. Another type is to

have a student compose a sentence with a noun present and then have her/him, or another student, reduce the noun to a pronoun.

e.g.	full form	contracted form
	Mary <u>does not</u> eat ...	Mary <u>doesn't</u> eat ...
	noun	pronoun
	<u>Mary</u> does not eat ...	<u>She</u> does not eat ...

Utterance-response drills entail one student asking a yes/no question or a WH-question and another student answering.

e.g. A: Is Ron taller than Bill?
B: Yes, he is.

A: Why was Ron cooking dinner?
B: Because he was hungry.

Question-word analysis drills involve asking a question based on a statement or card prompt and answering it in terms of WHO, WHAT, WHEN, or WHERE.

e.g. A: Elizabeth was watching T.V. in her room last night.
Who was watching T.V. in her room last night?
B: Elizabeth was.
What was Elizabeth doing in her room last night?
C: Watching T.V.
When was Elizabeth watching T.V. in her room?
D: Last night.
Where was Elizabeth watching T.V. last night?
A: In her room.

The example above is also an example of a chain drill in which one student, student A, makes a statement and asks a question, then the next student in the circle, student B, answers it and asks another question. Now, student C answers the question and forms a new question to ask student D who is next in line. The question words written on cue cards keep the game going.

The dialogues in the card game activities are constructed so that students will compete with each other (to decrease response time), and

listen to each other (to prevent just repeating a formulae).
Deviations from the dialogue should generally be accepted as long as students are practicing the grammar point which has been taught.

The format of a dialogue varies according to the card game. GO FISH uses one basic format in which one student calls on another, by name, to answer a question. The ? stands for the specific student who has been called on:

A: (Student's name), why is Mary going to bake a pie?
?: Because she's hungry.
or
?: I don't know. Take a card.

Both CARD TURN OVER and CONCENTRATION have several options. One format I have used is to turn over a card or cards and construct a single sentence without requiring any interaction between students. This is not shown as a dialogue, but as a one line script without a letter to designate the speaker:

Harold is heavier than Ron.

The most common format in these two card games uses A, B, C, and sometimes, D to designate that three or four students in a group are to take turns and interact with each other. Most of the dialogues begin with a question.

A: What's Sheila doing?
B/C: Sheila's listening to music. or Listening to music.

With a question and answer format only three students in a small group can interact at one time. In order to involve more than three students during a turn, I occasionally designed some dialogues to begin with a statement. I also used this format so students could provide missing information before asking a question (activity #15) and to give

them practice using both types of sentence structure, statements and questions. I preferred to have a different student practice each part (see the dialogue below), but sometimes I had the same student say sentence A and B (see activities #2, #15, #16, #17, and #18) to avoid confusion, or if there are only three students in a small group. The five activities listed above can also be practiced in three parts as follows:

A: Sheila is listening to music.
B: What's Sheila doing?
C/D: Sheila is listening to music. or Listening to music.

Both the dialogues (at the bottom of page 23 and above) have a competitive component (see page 8 in the "Rationale"). In the first example, student A asks a question which students B and C compete to answer. In the second example, student A makes a statement which student B turns into a question and students C and D compete to answer. In both cases, student B begins the next turn. The direction in which the dialogue is passed on in the circle can be decided by the teacher, the class, or in each small group.

If one student tends to dominate by always answering first, the format of the dialogues in CARD TURN OVER and CONCENTRATION can be changed so that they are not competitive. One way is to call on a specific student by name as in GO FISH:

A: (Student's name), what's Sheila doing?
?: She's listening to music. or Listening to music.

A problem with this format is that it does not require other students to listen during someone else's turn. Another possibility is to call on the student after the question has been asked: "Who is fixing a bike? Aki." This encourages all the students to listen to the

question because they do not know who will be asked to answer until the end of the sentence.

There are two other ways to set a dialogue up to be non-competitive. Student A can make a statement which student B turns into a question and student C answers, instead of C and D competing to answer. Or, student A can make a statement which student B pretends not to hear, so student B turns to student A and says, "Could you say that again." or "What did you say?" In this version, student A must repeat the question which student B finally answers. This is a good format to help students become comfortable with asking a speaker to repeat what s/he has said, especially useful outside of class with native English speakers.

Another technique I used to encourage students to listen to each other, in either a competitive or non-competitive format, was to instruct them to occasionally change a part of a sentence, which the student responding would have to hear clearly, and then decide whether or not it needed correcting, for example:

- A: Sheila listens to music every morning.
B: Does Sheila listen to music every night?
C/D: No, she listens to music every morning.

Each dialogue section usually gives a long response as the primary response, but I have included short responses next to them. I usually used the long response when the students were learning the structure and then I explained that native speakers usually use short responses. I frequently included some practice with short responses in cumulative review games, or in a quick game at the end of an activity.

The directions section of each card game activity has two parts, the presentation and the practice. In the presentation the teacher is given suggestions for explaining or demonstrating the grammar point(s) and meaning, and instructions for practicing it orally with the whole class. My preference for the explanation is to try to get the students to supply as much information as possible in order to find out what they know. For example, to teach the past participle, I would give them a few examples of both regular and irregular verbs, and then ask them to come up with the rest in small groups. After the students have put their heads together for awhile, then I would go over the information with them, writing it on the board so they can make their own corrections. For many of the activities, I have included a reminder to use HER/HIS with the three card pairs, LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER.

Once the grammar point is explained the teacher can write the dialogue on the board. Next, s/he can check for comprehension, by showing the demonstration card(s) to initiate the first part of the dialogue, and invite the students to respond. After practicing the dialogue several times, s/he could divide the class into two or more groups (depending on the number of parts in the dialogue) to practice with each other back and forth, switching the lead. It is important to remind students to pay close attention to the presentation and group practice because later they will be on their own in small groups.

In the practice, the teacher demonstrates how to play the game and practice the dialogue with a small group of students using the large demonstration cards. Since some of the games vary slightly, it is

usually helpful to give a quick demonstration of the game before handing the cards to the students. Divide the class into small groups with from three to five students (sometimes a specific size is stated). Give each group a deck of cards and let them play the designated game. While they are playing, circulate around the class to be sure that each group is playing cards and practicing the dialogues without making serious errors. At the end of the game, count the points which each student has earned and record them in the points record book. Refer to "Directions to the Teacher" (pages 14-17) for a description of each card game.

It is helpful to leave the dialogue on the board to give backup support, especially for beginning-level students. Sometimes students start to depend on reading the dialogue from the board. If that happens, tell them that in five minutes you will erase parts of the dialogue so that they can not depend upon it, instead they will have to try to remember what to say on their own. As the game progresses start erasing parts of the dialogue. It is important to remind students to practice each dialogue outside of class because the grammar will be recycled in later card game activities.

Some card game activities include variations to the dialogue or game, and/or a follow-up section. The variations are added to make the game less challenging or more challenging without adding a completely separate lesson. The follow-up section includes possible real life applications of the grammar practiced in the dialogue, or some way of more freely applying what the student has practiced. It is usually meant to be done as homework. I have only included these sections when they seemed obvious to me.

For the teacher's convenience, I tried to make each card game activity self-explanatory and easy to use without having to page back and forth to figure it out once the chapter "Directions to the Teacher" has been read.

Tips for Teaching the Card Game Activities

To demonstrate a game (especially in large classes) or as part of pre-teaching a grammar point, make one full deck of 8 1/2 inch by 11 inch enlarged copies of the playing cards so that they can be seen by the entire class. These large cards are also effective when teaching pronunciation of the characters names, the verbs, and complements.

Once the card game is turned over to the students to play in their small groups, the teacher can circulate and get a sense of how well each group is doing. When specific students or a small group are having problems, the teacher can work with them. If most of the small groups seem to be responding and interacting without much hesitation, I usually start erasing part of the dialogue. This makes the exercise more challenging because then the students can not just read and substitute; they will have to start remembering it on their own. Eventually all the dialogue could be erased.

How to Make a Set of Playing Cards

Initially making sets of cards is labor intensive and takes a lot of index cards, but the investment in time and materials is well worth it. To make the playing cards, first duplicate each page of cards to their exact size. For each individual deck of cards you will need two

photocopies of the twenty-seven different cards. If you have a class of twenty students, you will need four or five decks of cards. So multiply four or five decks times two copies which equals a total of eight or ten photocopies of each card. Next, cut the photocopied cards and glue each one to a 3x5 index card. I used a glue stick and applied the glue to the index card, and then pressed the photocopy to the card. I found index cards in five colors: white, yellow, pink, blue, and green. Make each deck a different color in order to keep the decks separate. You will need fifty-four cards of one color to make a deck. If you need more than five decks of cards, have the students draw or use a rubber stamp to stamp the same design on the back of each card. This will make it possible to distinguish one deck of the same color from another. If your index cards have lines on one side, be sure to consistently glue the picture to the lined side.

When to Use the Card Game Activities

There are several possibilities for using these grammar-based card game activities in an ESL classroom. Each teacher will need to experiment within her/his own situation to figure out what will work best.

I used this set of cards and dialogue activities as the speaking/listening component in a three hour integrated reading class to give my Japanese students practice asking and answering questions, and listening to each other. I focused on the grammar laid out in the

dialogue activities and taught them in approximately the sequence laid out in this paper. I found this to be very effective.

I would also recommend using the dialogue activities as an active oral beginning to a class or as a filler when you have time during or after a lesson. Another possibility is to use the dialogues and card games to provide oral practice, to supplement a text in a regular grammar class.

CARD GAME ACTIVITY #1

Objective:

To introduce the names of the 9 characters on the playing cards using **WHO** questions and answers with **THIS/THAT**.

Equipment:

Action cards, demonstration cards, chips, and points record book.

Dialogue:

A: This is Mark.
Who is this?
B/C: That is Mark.

Directions:

1. Presentation:

- a. Go through nine of the cards to introduce each character, by name, to the class:

This is Mark. This is Sheila. This is Ron...

- b. Demonstrate and quickly practice the concept of using **THIS** to show that something or someone is close, and **THAT** to show that something or someone is far away from the speaker.
c. Next, write the sentence, "This is Mark." on the board and show that Mark answers the question word, **WHO**.
d. Then demonstrate the dialogue below with a student:

A: This is Mark.
Who is this?
B: That is Mark.

Practice this dialogue by going through several cards with the teacher initially taking part A and the class part B. Then divide the class into two sections and let them practice parts A and B.

2. Practice:

Divide the class into groups of from three to five students. Demonstrate how to play **ONE CARD TURN OVER** with one group. Then give each group a deck of cards and invite them to play the game. Ask them to shuffle the cards and put them face down in a stack, in the middle of the table. Student A turns the first card over and while still touching it says:

This is Louise.
Who is this?

Two students, for example B and C, compete to answer:
That is Louise.

Student A gives a chip to the first student to answer. Now, Student B takes a turn. After going through all the cards once, the students count and record their points in the points record book.

CARD GAME ACTIVITY #2

Objective:

To practice forming **contractions**, based on activity #1.

Equipment:

Action cards, demonstration cards, chips, and points record book.

Dialogue:

A: Who's this?
B/C: That's Mark.

Directions:

1. Presentation:

a. Demonstrate how to form a contraction by joining two words I and AM = I'M, and THEY and WOULD = THEY'D. Give them the two examples below and ask the students to come up with the contraction.

who is = who's
that is = that's

b. Do a quick oral practice for pronunciation.

2. Practice:

Students continue playing ONE CARD TURN OVER as in dialogue activity #1, but this time they practice the dialogue using contractions. Count the chips and record each student's points in the points record book.

CARD GAME ACTIVITY #3

Objectives

To practice using the **present progressive** to describe an action going on right now.

To practice using nouns which take A and nouns that do not.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue: (There are three patterns)

Harold is **asking** a question.

Bill is **washing** clothes.

Sheila is **listening** to music.

Directions:

1. Presentation:

- a. Show students how to form the present progressive by adding -ING to words ending in consonants and words ending in -E.

	sing		drive
is +	singing	is +	driving

In small groups, ask them to change all the verbs.

- b. Explain that some verbs take a preposition, show how to change these to the present progressive.

	verb	+	preposition
	talk	+	to
is +	talking	+	to

- c. The countable nouns (QUESTION, MAGAZINE, LETTER, FRIEND, PHOTO, PHOTO ALBUM, PIE, SONG, PRESENT, BOOK, BUS, PICTURE, and COKE) take A, while some nouns (MONEY, CLOTHES, MUSIC, BASEBALL, ENGLISH) do not, because they are non-countable. Explain that HER or HIS generally precedes the noun in the following phrases rather than A. The implication is that it is the same CAR, BIKE, or MOTOR SCOOTER and it belongs to the person:

Louise **drives** her car.

Harold **fixes** his bike.

Bill **rides** his motor scooter.

In addition, EAT BREAKFAST, CLEAN HOUSE, COOK DINNER, WATCH T.V, and GO SHOPPING, are exceptions. (See page 11 in the section, "Changes I Made. . .") Ask students to divide the nouns from the playing cards into three categories: count, non-count, and exceptions. (There is more practice of countable and non-countable nouns in dialogue activity #28.)

(Subject + is + verb + ing + complement.)

Jack	+	is	+	drawing	+	a picture.	(count)
Bill	+	is	+	washing	+	clothes.	(non-count)
Ron	+	is	+	cooking	+	dinner.	(exception)
Harold	+	is	+	fixing	+	his bike.	(exception)

- d. Practice all twenty-seven cards in their present progressive form before starting the game.

2. Practice:

Demonstrate how to play CONCENTRATION in groups of three to five students. Mix all the cards up and put them face down individually. Student A turns over two cards and describes the action in each picture using the present progressive. If the 2 cards are the same, s/he can keep the pair. At this point, student A's turn can be finished, or s/he can keep turning over cards and keeping them as long as they are pairs. If the 2 cards are different, s/he has to turn them back over, and the next student takes a turn. The object of the game is for a student to remember where each card is so s/he can turn over a matching pair during her/his turn. At the end of the game record each student's points in the points record book.

Variations:

1. If students are really beginners, divide the deck into two groups: the thirteen card pairs which take A, and the thirteen that are left, five noncountable, three with HER/HIS, and five special expressions. Teach these separately before playing with the full deck.
2. To make the game more challenging, teach two signal words for the present progressive: RIGHT NOW, and AT THIS MOMENT.
Right now, Sheila is listening to music.

CARD GAME ACTIVITY #4

Objective:

To practice **WHAT** questions and answers with the present progressive.

To continue practicing contractions.

Equipment:

Action cards, demonstration cards, chips, and points record book.

Dialogue:

A: What's Sheila doing?

B/C: Sheila is listening to music. (long answer)
or

Listening to music. (short answer)

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

a. Write a statement from the previous lesson on the board.

Show how to turn a statement into a **WHAT** question:

Subject + helping verb + main verb + complement.

Sheila + is + listening to + music.

(what)

Qt word + helping verb + subject + main verb?

What + is + Sheila + doing?

b. Flash the demonstration cards to the class and make statements following the example above. The class turns each statement into a **WHAT** question. Now, divide the room into two teams to practice the two parts of the dialogue using the demonstration cards.

2. Practice:

Divide the class into small groups of three or more students and demonstrate how to play the card game **CONCENTRATION**.

Student A turns over two cards. If they are a pair, s/he asks one question:

What's Sheila doing?

The other students race to answer first with:

Sheila's listening to music.

The student who answers first gets one chip. If the cards are the same s/he keeps them. If the cards are different, student A has to ask two questions, one at a time, and students B and C race to answer. A chip is given for each correct answer. Student A then turns the unmatched cards face down in place, and student B takes a turn. The winner is the student with the most chips and the most matching pairs. Students record points in the points record book.

CARD GAME ACTIVITY #5

Objectives:

To practice substituting a subject pronoun (SHE/HE) for a proper name.

To continue practicing contractions and WHAT questions and answers with the present progressive.

Equipment:

Playing cards, demonstration cards, chips, and points record book.

Dialogue:

A: What's Sheila doing?

B/C: She's listening to music.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Demonstrate how the subject pronouns **SHE** or **HE** can be substituted for a proper name, once the proper name has been given:

Sheila is listening to music.

She is listening to music.

and

What is Sheila doing?

She is listening to music.

- b. Review contractions:

She is = she's

He is = he's

- c. Divide the class into two teams. Flash a card and make a statement. Ask team A to turn the statement into a question which team B will answer, using the dialogue sample above.

2. Practice:

Play the game CONCENTRATION following the format in card game activity #4.

Variation: This can be practiced in combination with card game activity #4, depending on the ability of the students.

CARD GAME ACTIVITY #6

Objectives:

- To practice changing a present progressive statement into a YES/NO question.
- To practice a negative statement in the present progressive.
- To continue practicing contractions.

Equipment:

Action cards, demonstration cards, chips, and points record book.

Dialogues:

#1

- A: Is Mary eating breakfast?
B/C: Yes, Mary is eating breakfast. (long answer)
or
Yes, she is. (short answer)

#2

- A: Is Mark eating breakfast?
B/C: No, Mark isn't eating breakfast. Mary is.
or
B/C: No, Mark isn't. He's taking a photo.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)
Be sure to include short practice sessions after each presentation below, a through d.

- a. Show how to change a statement in the present progressive into a YES/NO question.

Subject + helping verb + main verb
Mary + is + eating breakfast.

Helping verb + Subject + main verb
Is + Mary + eating breakfast?

- b. Show how to answer a YES/NO question.

Yes, Mary is eating breakfast. (long answer)
or
Yes, she is. (short answer)

- c. Show how to form a negative answer to a YES/NO question in the present progressive:

Is Ron eating breakfast?
No, Ron is not (isn't) eating breakfast. (long answer)
or
No, he isn't. (short answer)

- d. Show how to add additional information to correct the mistake above if the card has Mary on it, but the speaker asks:

Is Ron eating breakfast?

No, he isn't. Mary is.

2. Practice:

- a. Play the game, CONCENTRATION, in groups of three or more students. First student A turns over two cards and asks a question which is true:

A: Is Mary eating breakfast?

The other students race to answer:

B/C: Yes, Mary is eating breakfast. (long answer)

or

Yes, she is. (short answer)

Then instruct the students to ask a question which is not true to make the game more challenging. One way to do this is to combine the name from one card with the activity from another card. So, with MARK TAKE PHOTO, and MARY EAT BREAKFAST, student A would ask:

A: Is Mark eating breakfast?

The other two students compete to answer first:

B/C: No, Mark isn't eating breakfast.

Mark's taking a photo.

or

B/C: No, Mark isn't eating breakfast. Mary is. (long answer)

or

No, Mary is. (short answer)

The first to answer gets a chip; then the next student takes a turn. At the end of the game, count the chips and matching cards and record each student's points in the points record book.

CARD GAME ACTIVITY #7

Objectives:

- To practice describing two actions going on simultaneously in the present with **WHILE**.
- To continue practicing YES/NO questions and answers in the present progressive.

Equipment:

Action cards, demonstration cards, chips, and points record book.

Dialogues:

#1

- A: Is Harold reading a magazine while Ron is cooking dinner?
B/C: Yes, he is.

#2

- (Students falsify part of their statement.)
A: Is Harold reading a magazine while Ron is cooking breakfast?
B/C: No, Harold is reading a magazine while Ron is cooking dinner.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Teach how to express that two actions are going on at the same time in the present using **WHILE**. Draw a picture with Mark taking a photo and Elizabeth watching T.V. Write **RIGHT NOW** above the pictures.
Mark is taking photos while Elizabeth is watching T.V.
- b. Show two demonstration cards with different people to the students to practice statements and questions with **WHILE**.

2. Practice:

- a. Play a new version of **TWO CARD TURN OVER** in groups of three or more. Students sort the cards into nine piles according to names, all the Louise cards in one pile, the Harold cards in another, and so on. Place the piles in rows next to each other. Each student takes a turn and picks two cards from any two different piles, turns them over and practices dialogue #1.
- b. After several rounds of dialogue #1, instruct students to sometimes construct a false question. Students will have to listen carefully while looking at the turned over cards. Since a part of the question below is incorrect, the answer would include the correction. Count and record the points.
A: Is Harold reading a magazine while Ron is cooking breakfast?
B/C: No, Harold is reading a magazine while Ron is cooking dinner.

CARD GAME ACTIVITY #8

Objectives:

- To practice vocabulary for showing relationships in a family.
- To practice the **possessive** with 'S.
- To continue practicing WHO questions and answers with THIS/THAT.

Equipment:

Action cards, demonstration cards, family tree diagram handout, chips, and points record book.

Dialogue:

- A: Who's this?
B/C: That's Ron. Ron is Sheila's husband.
or
That's Ron, Sheila's husband. (short answer)

Directions:

1. Presentation:

- Teach the vocabulary, FAMILY TREE, MARRIED, CHILD(REN), TWINS, BROTHERS, and SISTER, then read the paragraph about family relationships while students listen. Draw a blank family tree diagram on the board. Read the paragraph about family relationships again while filling in the blanks in the family tree diagram on the board. Students copy from the board onto their blank family tree diagrams, or students can listen and fill in the blanks on their handouts as the teacher reads the paragraph a third time.
- Using the family tree diagram handout, talk about family relationships. Use all the vocabulary describing family relationships on the handout, or break it up into chunks to be taught and practiced separately. Flash two cards at a time, Mark and Sheila, then point to Sheila and ask:
Who's this?
The class answers with Sheila's relationship to Mark:
That's Sheila. Sheila is Mark's sister.
- Ask students to write sentences (on their handouts) for all the words taught.

2. Practice:

Demonstrate or review how to play the game, TWO CARD TURN OVER, which students play in groups of three or more. Place the deck of cards in the middle of the table and cut it into two stacks, put them face down. Students take turns. First student A turns over two cards (Bill and Sheila) so all the students can see them. Then s/he points to the card with Bill on it, and asks the question:

- Who's this?
Students B and C compete to answer after looking at both cards:
That's Bill. Bill is Sheila's brother. (long answer)
or

Sheila's brother. (short answer)
Now student A points to the other card with Sheila, and asks:

Who's this?

Student B and C compete to respond:

That's Sheila. Sheila is Bill's sister. (long answer)
or

Bill's sister. (short answer)

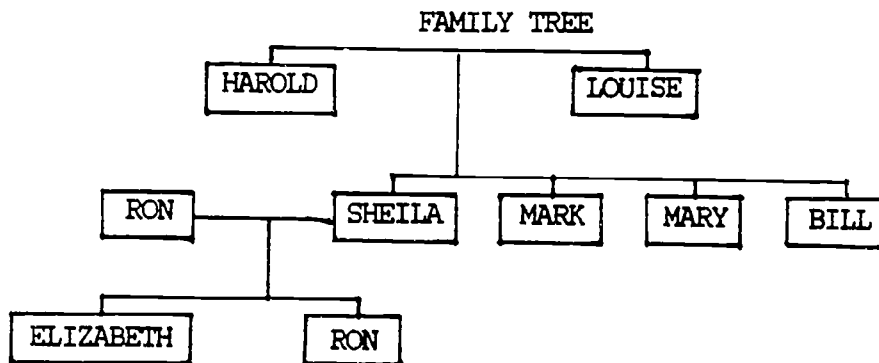
If the characters on the cards are the same, the short dialogue in card game activity #2 can be practiced, or just keep turning over cards in one pile until a different character comes up. At the end of the game count the chips and record the points in the class record book.

Variation: If the students are unfamiliar with the words showing family relationships, teach half the vocabulary in one lesson and half in another, or select and teach only ten or twelve relationship words that you definitely want them to know.

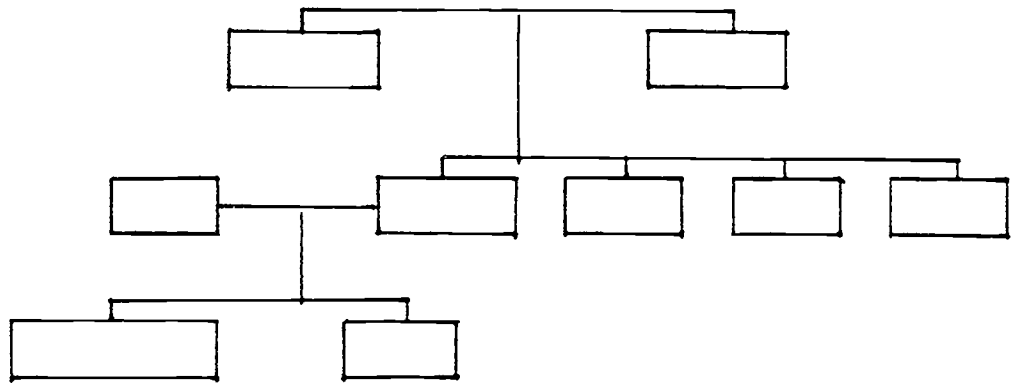
Follow-up: Ask each student to draw her/his family tree, and to write a paragraph about the different relationships beginning with her/his grandparents. Then in class have each student talk about her/his family using the vocabulary while other students try to draw a family tree to show those relationships.

FAMILY TREE PARAGRAPH

Harold and Louise are married. Harold is fifty and Louise is fifty-one. They have four children. Sheila is their first child. She is twenty-nine years old. Their second child is Mark. He is twenty-one years old. Then there is Mary. She is also twenty-one years old. Mark and Mary are twins. Bill is the youngest child of Harold and Louise. He is only eighteen years old. Sheila is married to Ron. He is thirty-three. They have two children: Elizabeth who is ten years old and Jack who is nine years old. Look at your family tree, Sheila should have two brothers, Mark and Bill, and one sister, Mary.



FAMILY TREE DIAGRAM HANDOUT (Card Game Activity #8)



- Examples: Harold is Louise's husband.
Louise is Harold's wife.
- husband 1. _____
 - wife 2. _____
 - father 3. _____
 - mother 4. _____
 - grandmother 5. _____
 - grandfather 6. _____
 - father-in-law 7. _____
 - mother-in-law 8. _____
 - son 9. _____
 - daughter 10. _____
 - grandson 11. _____
 - granddaughter 12. _____
 - son-in law (daughter-in-law) 13. _____
 - brother 14. _____
 - sister 15. _____
 - brother-in-law 16. _____
 - sister-in-law 17. _____
 - uncle 18. _____
 - aunt 19. _____
 - nephew 20. _____
 - niece 21. _____

CARD GAME ACTIVITY #9

Objectives:

- To practice forming affirmative and negative tag questions and answers with TO BE.
- To continue practicing the possessive with 'S.

Equipment:

- Action cards, demonstration cards, family tree diagram handout (activity #8), chips, and points record book.

Dialogues:

#1

- A: Sheila is Bill's sister, isn't she?
- B/C: Yes, she is.

#2

- A: Elizabeth isn't Bill's sister, is she?
- B/C: No, she isn't. She's his niece.

#3

- A: That's Ron, isn't it?
 - B/C: Yes, it is.
- or

#4

- A: Ron is cooking dinner, isn't he?
- B/C: Yes, he is.

Directions:

1. Presentation:

- a. Teach that tag questions are used to confirm information that we already know. In response to a tag question, we usually agree with the statement. Affirmative tag questions are formed by making an affirmative statement (+) followed by a negative tag (-). The response is therefore affirmative (+):¹

Statement	Response
(+)	(-) (+)
Harold is Bill's father, isn't he?	Yes, he is.
	(Yes, Harold is Bill's father.)

Negative tag questions are formed by making a negative statement (-) followed by an affirmative tag (+). The response is therefore negative (-):

Statement	Response
(-)	(+)
(-)	(-)
Ron isn't Harold's son, is he?	No, he isn't.
	(No, Ron isn't Harold's son.)

¹Explanation adapted from Clair, The Grammar Handbook, Part One, Beginner ESL, Page 25.

If the statement is incorrect, further information is usually provided:

He's Harold's son-in-law.

- b. Divide the class into two teams, and show two cards to elicit an affirmative or a negative tag question from one team, which the other team answers. Use dialogue #3 if the cards are the same character, and dialogue #4 if they are the same character and action.

2. Practice:

Review the game CONCENTRATION and the students play in groups of three or more. Student A turns over two cards. If they are different s/he makes either an affirmative tag question (dialogue #1) or a negative tag question (dialogue #2). Two other students race to answer; the winner gets a chip. If the person on the cards (i.e.*Ron) is the same, but the actions are different, student A says:

That's Ron, isn't it? (dialogue #3)

Then s/he turns the cards over. But if the person and the action are both the same, student A says:

Ron is cooking dinner, isn't he? (dialogue #4)

S/he keeps the cards. Practice all the dialogues. At the end of the game count the chips and matching cards and record the points.

CARD GAME ACTIVITY #10

Objectives:

To practice expressing possession with the **possessive adjectives** **HER** or **HIS**.

To continue practicing YES/NO questions and answers with **TO BE**.

Equipment:

Action cards, demonstration cards, family tree diagram handout (activity #8), chips, and points record book.

Dialogues:

A: Ron is Sheila's husband.

B: Is Ron her husband?

C/D: Yes, he is.

or

A: Sheila is Ron's wife.

B: Is Sheila his wife?

C/D: Yes, she is.

Directions:

1. Presentation:

- a. Review the vocabulary for family relationships. Demonstrate how to substitute a possessive pronoun **HER** or **HIS** for a noun, to show possession. Do not use alone, they must modify the subject, object, or complement in a sentence.

Harold is Sheila's father.

Harold is her father. (or) Is Harold her father?

- b. Practice with the students following the model above while pointing to the cards:

Harold is Sheila's father. Harold is _____.

The students point to Sheila and complete the sentence:

Her husband.

2. Practice:

Students play **CONCENTRATION** in groups of three or more.

Student A turns over two cards, Bill and Sheila, and makes the statement:

Bill is Sheila's brother.

Student B turns the statement into a question while pointing to the Sheila card:

Is Bill her brother?

Students C and D race to answer:

Yes, he is.

If the cards are the same character and the same action, or the same character but different actions, tell the students to make up any true possessive sentence using **HER** or **HIS**. Count the chips and matching pairs and record the points.

Variation: This can be made more challenging by instructing the students to occasionally make an incorrect statement.

CARD GAME ACTIVITY #11

Objectives:

- To practice expressing possession with the possessive adjectives **MY** or **YOUR** (singular).
- To continue practicing tag questions and contractions.

Equipment:

Action cards, demonstration cards, family tree diagram handout (activity #8), and name cue cards (only Harold, Ron, Sheila, and Jack), and points record book.

Dialogue:

- A: Harold is your father, isn't he? (Point to the person.)
B: Yes, he's my father. (Point to yourself, on the chest.)

Directions:

1. Presentation:

- a. Review how to use the possessive adjectives to show possession, this time **MY** and **YOUR** (singular). Demonstrate how to use a possessive pronoun in a sentence:

Harold is your father.

Harold is my father.

Explain the meaning if you are Bill, and I say to you,
Harold is your father, isn't he?

You say,

Yes, Harold is my father.

- b. Teach the body language to go with **MY** and **YOUR** (singular).
c. Divide the room into two sides. Give side one the name Bill, and side two the name Elizabeth. Alternate from side to side asking the students tag questions following the pattern in the dialogue and answering with **MY**. Then let the two sides play each other using the demonstration cards. (Be sure to take out the six Bill and six Elizabeth cards, and put them aside.) The teacher holds up the demonstration card with Sheila, for both sides to see. Side 1 (Bill) goes first and says to side 2 (Elizabeth):

Sheila is your mother, isn't she?

Side 2 answers:

Yes, she's my mother.

Then side 2 (Elizabeth) says to side 1 (Bill):

Sheila is your sister, isn't she?

Side 1 responds:

Yes, she's my sister.

Go through all the cards.

2. Practice:

Students play ONE CARD TURN OVER in groups of four. Have each student choose a name cue card. If there are more than four students, add another name cue card. If there are fewer than four, take one name cue card away. When it is a

student's turn to be the focus, or "on the hot seat", s/he pins the name cue card on his/her shirt to assume an identity.

Then the students take turns practicing the dialogue. If Sheila (student A) is on the hot seat, student B turns over a card with Harold on it, s/he points to Sheila and says:

Harold is your father, isn't he?

Sheila responds:

Yes, he's my father.

Student C turns over the next card with Ron on it and points to Sheila and says:

Ron is your husband, isn't he?

Sheila answers:

Yes, he's my husband.

If a card with Sheila comes up when she is on the hot seat, just go on or the student whose turn it is can point and say:

That's you, isn't it?

Sheila answers:

Yes, it is.

Sheila stays on the hot seat until at least ten of the cards have been turned over, then student B takes a turn, and student C and finally D. (Usually no points are earned in this game.)

CARD GAME ACTIVITY #12

Objectives:

To practice expressing possession with the possessive adjectives **OUR** and **YOUR** (plural).

To continue practicing **MY** and **YOUR** (singular), and **YES/NO** questions and answers with **TO BE**.

Equipment:

Action cards, demonstration cards, family tree diagram handout (activity #8), name cue cards (only Mary, Bill, Elizabeth, and Jack), and, depending on the game, chips and points record book.

Dialogue:

A: Is Elizabeth your niece?

Mary/Bill: Yes, Elizabeth (she), is our niece.

Directions:

1. Presentation:

a. Review how to use the possessive adjectives **OUR** and **YOUR** (plural) and demonstrate the meanings.

b. Divide the students into four groups and give each group a new identity and name cue card. Put Elizabeth and Jack on side A, and Mary and Bill on side B. Side A assumes an identity only after side B finishes its turn. Pull the six Mary and six Bill cards. Side A turns over a demo card with Sheila on it and says to side B:

Is Sheila your sister?

Side B (Mary and Bill) responds while pointing to both the Mary and Bill sections:

Yes, Sheila is our sister.

Go through the cards quickly then change characters. Side B takes off the name cue card, and returns the Mary and Bill cards to the deck. Side A pulls the six Elizabeth and six Jack cards and assumes their identities. Practice again.

2. Practice:

Students play ONE CARD TURN OVER in small groups of four, divided into two teams as described above. (When two students put on name cue cards, pull the twelve cards with their names.) First Mary and Bill are partners and they wear name cue cards. Either Elizabeth, or Jack turns over a playing card with Harold on it and asks the question while pointing to Mary and Bill:

Is Harold your father?

Mary answers while pointing to Bill and herself, or Bill answers while pointing to Mary and himself. Bill and Mary can also compete to answer and the winner earns a chip:

Yes, Harold is our father.

One team takes a turn and goes through all the cards before the next team takes a turn. Count and record the points.

Variation: Add tag questions to make it more challenging.

CARD GAME ACTIVITY #13

Objectives:

- To practice expressing possession with **THEIR**.
- To continue practicing tag questions, and contractions.

Equipment:

Action cards (pull six Mary and six Bill cards), demonstration cards, family tree diagram handout (activity #8), chips, and points record book.

Dialogues:

#1

A: Sheila is their sister, isn't she?

B/C: Yes, she is.

or

A: Harold is their father, isn't he?

B/C: Yes, he is.

#2

A: Ron is their brother, isn't he?

B/C: No, he isn't. He's their brother-in-law.

Directions:

1. Presentation:

a. Teach how to use the possessive adjective **THEIR** to show possession and demonstrate the meaning.

b. Divide the class into two teams, A and B. Pin up two demonstration cards, one of Mary and one of Bill. (Pull the Mary and Bill cards from the demonstration deck.) To practice the dialogue, turn over a demonstration card from the pile and tell the students on team A to point to the two pictures as they construct tag questions about Bill and Mary. If the card is Sheila, team A would say:

Sheila is their sister, isn't she?

Team B would respond:

Yes, she is.

To make it more challenging students could construct an incorrect tag questions:

Sheila is their mother, isn't she?

The response would have to be:

No, she isn't. She's their sister.

2. Practice:

In small groups of three or more, play ONE CARD TURN OVER. (Pull the six Mary and six Bill cards.) Student A turns over a Sheila card and asks a tag question while pointing to pictures of Mary and Bill. Students B and C race to answer. Also practice dialogue #2 with incorrect information. At the end of the game count the chips and record the points.

Follow-up: Students write about their family trees. Use the possessive adjectives practiced, card game activities #10 through #13.

CARD GAME ACTIVITY #14

Objectives:

To practice using **TO BE + adjective** to describe people.
To practice forming **YES/NO** questions and answers with **TO BE + adjective**.

Equipment:

Action cards, demonstration cards, adjective handout, adjective grid, chips, and points record book.

Dialogues:

#1 Ron is tall.
 Harold is tired.

#2 A: (Student's name), is Ron short?
 ? : Yes, he is.

 or

 A: (Student's name), is Harold happy?
 ? : No, he isn't. He's interesting. (long answer)

 or

 No, he's interesting. (short answer)

Directions:

1. Presentation:

- a. Give each student a list of adjectives from the adjective handout, and go over the meanings. Write the two sentences from dialogue #1 on the board, and explain how to use (subject + **TO BE + adjective**). Have each student write two sentences for each of the nine characters on her/his adjective handout. Explain that you want the students to try to guess what kind of people they are by looking at the drawings on the playing cards and based on their ages and relationships (information which they already have from activity #8). Tell them that in activity #18 they will learn some of the real details.
- b. Now, give a blank adjective grid to each student. Each student fills in his/her name in column #1 and only one of the two adjectives used to describe each character from her/his adjective handout.
- c. Explain how to form a **YES/NO** question from a **TO BE + adjective** statement.
 Elizabeth is sad.
 Is Elizabeth sad?
 Divide the class into two teams. Team A says:
 Elizabeth is sad.
 Team B turns the statement into a question:
 Is Elizabeth sad?

2. Practice:

Students play ONE CARD TURN OVER (or CONCENTRATION) in groups of three or four as they practice dialogue #2. The purpose is to try to guess which adjective another student has used to describe a particular character. Student A looks at the two pictures and forms a question using an adjective and asks another student the question.

A: (Student's name), is Elizabeth short?

The student, whose name was called, must look at the box on the adjective grid where s/he has written her/his adjective for that character. If the guess was correct, s/he says:

Yes, she is.

If the guess was incorrect, s/he says so, and then gives her/her own adjective:

No, she isn't. She is nervous. (long answer)

or

No, she's nervous.

All the students in the group should listen to the answers being given so that they can fill in their boxes on the adjective grid under each student's name. Each time a student guesses the adjective correctly, s/he receives a chip. Count and record the chips in the points record book.

Follow-up: Write two sentences about each member of your family. Use the adjectives on your handout or new adjectives of your choice.

ADJECTIVE HANDOUT (Card Game Activity #14)

Directions:

Write two sentences to describe each of the nine characters below.
Be sure to use each adjective at least once.

happy	strong	heavy	interesting
tall	tired	short	sad
young	nervous	intelligent	generous
old	funny		

Examples: Subject + to be + adjective.
 Louise is interesting.
 Louise is strong.

1. Louise _____
 Louise _____
2. Harold _____
 Harold _____
3. Sheila _____
 Sheila _____
4. Ron _____
 Ron _____
5. Mark _____
 Mark _____
6. Mary _____
 Mary _____
7. Bill _____
 Bill _____
8. Elizabeth _____
 Elizabeth _____
9. Jack _____
 Jack _____

ADJECTIVE GRID (Card Game Activity #14)

Directions:

Write your name at the top of column #1. Look at the two adjectives you used to describe Harold on the adjective handout. Write one of them in the box next to Harold's name. Do this for each character. Then write the names of the students in your small group above columns #2, #3, and #4. Now, listen carefully to each other as you play the card game. Write the adjective which each student uses to describe each of the family members in the column under the student's name, across from the character's name. After you have filled in all the boxes, compare your information with the information on other students' grids. If needed, make corrections.

	1	2	3	4
Harold				
Louise				
Sheila				
Mark				
Mary				
Bill				
Ron				
Elizabeth				
Jack				

CARD GAME ACTIVITY #15

Objectives:

- To practice comparing two people to an equal degree using,
as tall as or not as tall as
- To practice forming WHO questions and answers.

Equipment:

Action cards, demonstration cards, adjective cue cards (make two forms for each adjective in activity #14; for example, put TALL and NOT TALL on separate cards), chips, and points record book.

Dialogues:

#1

Bill is as generous as Mark.
(next student makes a statement)
Mary is not as nervous as Elizabeth.

#2

A: Louise is as tall as Sheila.
Who is as tall as Sheila?
B/C: Louise.
or
A: Sheila is not as tall as Bill.
Who is not as tall as Bill?
B/C: Sheila.

Directions:

1. Presentation:

- a. Draw two stick figures to demonstrate the meaning of the two sentences below, and go over the sentence form. Also draw faces to demonstrate HAPPY and SAD.

"Louise is as tall as Sheila." (They are the same height.)

"Sheila is not as tall as Bill." (They are not the same height.)

- b. Teach how to form a WHO question from a statement.
- c. Show the class two demonstration cards and write one adjective on the board. The students make up a sentence using the structure. For the next turn, write NOT + adjective on the board, and ask for a sentence.

2. Practice:

Divide the playing cards into nine piles according to each character's name. Instruct students to play TWO CARD TURN OVER in groups of three or more.

- a. In dialogue #1 students take turns turning over any two playing cards and one adjective cue card. They make up a sentence comparing the two people on the playing cards while

using the adjective on the cue card. Remind students to look at the drawings on the playing cards and to consider the information they already have from activity #8, before expressing their opinion.

- b. Next, students practice dialogue #2, still using the adjective cue cards. One student makes a statement and turns it into a **WHO** question which two other students race to answer. The winner receives a chip. Count the chips and record the points in the points record book.

Follow-up: Instruct students to write fifteen sentences about their family, using each adjective at least once.

My mother, (name), is not as generous as my sister (name).
My sister, (name), is not as tall as my brother (name).

CARD GAME ACTIVITY #16

Objectives:

To practice comparing two people to an unequal degree, using the comparative.

"is taller than"

"is more tired than"

To continue practicing WHO and YES/NO questions and answers with TO BE.

Equipment:

Action cards, demonstration cards, adjective handout (activity #14), comparative handout, and adjective cue cards (TALL, YOUNG, OLD, etc., see activity #14), chips, and points record book.

Dialogues:

#1

Harold is heavier than Ron.

Sheila is more generous than Bill.

#2

A: Louise is taller than Sheila.

Who is taller than Sheila? (WH-question)

B/C: Louise is.

or

A: Louise is taller than Sheila.

Is Louise taller than Sheila? (YES/NO question)

B/C: Yes she is.

Directions:

1. Presentation:

- a. Give students the adjective handout from card game activity #14 and have them sound out the adjectives and put them into four columns:

1 syllable, 3+ syllables, 2 syllables ful/ous/ish/ed/
ending in "y" ing endings

short/tall	interesting	happy	nervous
young/old	intelligent	heavy	tired
sad	generous	funny	
strong			

- b. Give students the comparative handout and explain how to form a comparative sentence based on the number of syllables in a word, draw stick figures and faces to demonstrate the meaning.

<u>name</u>	+	to be	+	adjective	+	than	+	<u>name</u> .
Mark	+	is	+	taller	+	than	+	Jack. (one syllable)
_____	+	is	+	more generous	+	than	+	_____. (3 + syllables)

Louise + is + happier + than + Elizabeth. (2 syllables,
ending in Y)

_____ + is + more tired + than + _____. (end in ing,
ful, ous, ish, ed.)

Instruct each student to write each word in its comparative form in a sentence on the handout. Do a quick oral check of the comparative before playing the card game. (Remind students to look at the drawings on the playing cards and to consider the information they already have from activity #8, before expressing their opinion.)

2. Practice:

- a. Divide the cards into nine piles according to each character's name. Demonstrate TWO CARD TURN OVER, and students play it in groups of three or more. For dialogue #1, students take turns turning over two playing cards and one adjective cue card. They make up a sentence comparing the two people on the cards using the adjective on the cue card. Remind them to state their own opinions based on the drawings and information they know from activity #8.
- b. To make the game more challenging, students practice dialogue #2. The student whose turn it is makes a statement and then turns it into a WHO question or a YES/NO question which two other students race to answer. The student who answers correctly receives a chip.
- c. At the end of each game, record each student's points in the points record book.

Variation: It may be necessary to sound out each adjective while the students listen and put it in the correct column. It may also help to first teach and practice only the adjectives with one syllable and -OUS/-ING/-FUL/-ISH/-ED endings. Then, after they have learned these, teach the two and three syllable adjectives and play another game.

Follow-up: Instruct each student to write twenty sentences about her/his family using the comparative adjective structure in this activity with the adjectives from activity #14 or new ones.

COMPARATIVE HANDOUT (Card Game Activity #16)

To form the comparative:

For one syllable adjectives add **-er** and **than**.

Mark is taller than Jack.

fat = fatter

For three or more syllable adjectives put **more** before the adjective and **than** after it.

expensive = more expensive

Sheila is more generous than Mary.

For two syllable adjectives use either rule above:

a.) In general, adjectives ending in **-ful**, **-ous**, **-ish**, **-ed**, **-ing** generally take **more**.

Harold is more tired than Bill.

hopeful = more hopeful

b.) Two syllable adjectives ending in **Y** usually take **-er**.

Louise is happier than Elizabeth.

(y becomes i)

Directions: Write one sentence for each adjective. You may use the names on the playing cards or your classmates names.

- | | | |
|-------------|-----|--------------------------------------|
| tall | 1. | <u>(Name) is taller than (name).</u> |
| short | 2. | _____. |
| young | 3. | _____. |
| old | 4. | _____. |
| sad | 5. | _____. |
| strong | 6. | _____. |
| interesting | 7. | _____. |
| intelligent | 8. | _____. |
| generous | 9. | _____. |
| happy | 10. | _____. |
| heavy | 11. | _____. |
| funny | 12. | _____. |
| nervous | 13. | _____. |
| tired | 14. | _____. |

CARD GAME ACTIVITY #17

Objectives:

To compare 3 or more people to an unequal degree using the
superlative the tallest
 the most intelligent

To continue practicing WHO questions and answers with TO BE.

Equipment:

Action cards, demonstration cards, superlative handout, adjective cue cards (write the superlative for each adjective, page 50 - STRONGEST, MOST GENEROUS, etc.), chips, and points record book.

Dialogues:

#1 (Each student just makes a statement.)

Jack is the youngest.

Mary is the most interesting.

#2

A: Ron is the tallest.

Who is the tallest?

B/C: Ron is. or Ron.

or

A: Sheila is the most nervous.

B: Who is the most nervous?

C/D: Sheila is. or Sheila.

Directions:

1. Presentation:

- a. Teach the superlative using the superlative handout.
- b. Ask each student to write one sentence using each adjective to practice the superlative form. Do an oral pre-practice.

2. Practice:

- a. Divide the cards into nine piles according to each character's name. For dialogue #1, play THREE (or FOUR) CARD TURN OVER in groups of three or more. Students turn over three playing cards and one adjective cue card, and make up a sentence. For example, if a student turns over a Ron card, a Jack card, and a Sheila card, s/he could say:
Ron is the funniest.
(Remind students to state their own opinion based on the drawings on the playing cards and the information they have from activity #8.)
- b. Instruct the students to play the same game for dialogue #2. But now after making a statement each student turns it into a question which the other students will race to answer.
- c. Count the chips and record the points.

Variation: To make it more challenging, just write the root adjective on the cue cards, students will form the superlative.

Follow-up: Students write 15 sentences comparing all the people in their family using all the superlative forms practiced.

SUPERLATIVE HANDOUT (Card Game Activity #17)

To form the Superlative:

Add **-est** to all one-syllable adjectives.

short = shortest

Put **most** before all adjectives that have three or more syllables.

intelligent = most intelligent

Place **the** before all superlatives.

Midori is the youngest girl in the swim club.

Kenji is the most intelligent student in the college.

Use either rule for two syllable adjectives. (See the comparative handout.)

Directions:

Write one superlative sentence for each adjective. Use the names of your classmates or the playing card characters.

Example: (Student name) is the most interesting person (student) in her (his) family (class).

Akio is the tallest person in his family.

- | | | |
|-------------|-----|--------|
| tall | 1. | _____. |
| short | 2. | _____. |
| young | 3. | _____. |
| old | 4. | _____. |
| sad | 5. | _____. |
| strong | 6. | _____. |
| interesting | 7. | _____. |
| intelligent | 8. | _____. |
| generous | 9. | _____. |
| happy | 10. | _____. |
| heavy | 11. | _____. |
| funny | 12. | _____. |
| nervous | 13. | _____. |
| tired | 14. | _____. |

CARD GAME ACTIVITY #18

Objective:

To review the different modes of comparing people using YES/NO questions and answers:

as strong as
not as strong as
stronger than / more intelligent than
the strongest / the most intelligent

Equipment:

Action cards, demonstration cards, adjective cue cards (OLD, YOUNG, TALL, SHORT, NERVOUS, HEAVY, INTELLIGENT, HAPPY), family statistics dictation chart, chips, and points record book.

Dialogues:

#1

A: Mary is (not) as intelligent as Bill. or Bill is (not) as intelligent as Mary.

Is Mary as intelligent as Bill? or Is Bill as intelligent as Mary?

B/C: Yes, she is. or Yes, he is.

#2 Comparative:

A: Ron is more intelligent than Bill.

Is Ron more intelligent than Bill? or Is Bill more intelligent than Ron?

B/C: Yes, he is. or No, Ron is more intelligent than Bill.

#3 Superlative:

A: Sheila is the most intelligent.

Is Sheila the most intelligent?

B/C: Yes, she is. or No, she isn't. Bill is.

Directions:

1. Presentation:

- a. Hand out a blank family statistics dictation chart to each student. Explain pounds (lbs.), feet (ft.), inches (in.), percent (%), and Intelligence Quotient (I.Q.). Ask the students to remember all the characters' ages and to write them on their dictation charts. Then, dictate the rest of the information to the students while they write it in the appropriate squares on their charts. For example, "Harold is 50 years old, he is 5'11", and weighs 175 lbs. His I.Q. is 120. He is happy 98% of the time and nervous 15% of the time."
- b. Demonstrate the three forms of comparing people from card game activity #15, #16, and #17, by asking YES/NO questions. Ask questions to elicit the three forms from the students as a review.

T: Look at Louise and Sheila, is Louise as tall as Sheila?

S: Yes, she is.
 T: Look at their heights. Who is taller, Harold or Sheila?
 S: Harold is taller than Sheila.
 T: Now, look at everyone's height. Who is the tallest?
 S: Bill and Ron are the tallest.

2. Practice:

Students play FOUR or FIVE CARD TURN OVER in groups of four or five. Deal all the cards so each student has a pile in front of her/him. At the same time everyone turns over one card. The person whose turn it is turns over an adjective cue card (use only the eight listed in the equipment section), consults the statistics dictation chart to make an accurate statement, and starts the dialogue. S/he must make a statement using one of the three dialogues above and turn it into a YES/NO question which two students race to answer. The first to answer receives a chip.

An example where students could practice dialogue #1 is if there is a duplication of I.Q. such as Mary (I.Q. 113), Bill (I.Q. 113), Ron (I.Q. 119), and Sheila (I.Q. 120), the most obvious response would be:

Mary is as intelligent as Bill. or
 Bill is as intelligent as Mary.

Another possibility would be:

Sheila is the most intelligent.

For dialogue #2, if the cue card INTELLIGENT is turned over along with only two different character cards out of a total of four cards - for example, Ron, Ron (I.Q. 119), and Bill (I.Q. 113) - then all that can be used is the comparative:

Ron is more intelligent than Bill. or
 Bill is not as intelligent as Ron.

For dialogue #3, if the cards Ron, Ron (I.Q. 119), Sheila (I.Q. 120), Bill (I.Q. 113), and INTELLIGENT are turned over, the superlative needs to be used:

Sheila is the most intelligent.

(I would not count it wrong if a student only compared two of the people in this situation; for example,

Ron is more intelligent than Bill.)

Also, if cards with four different people are turned over, Ron (I.Q. 119), Sheila (I.Q. 120), Louise (I.Q. 116), and Bill (I.Q. 113), and INTELLIGENT, then the student needs to say:

Sheila is the most intelligent.

Again, if a student only compares two people out of the four, it is okay. At the end of the game count the chips and record the points in the points record book.

FAMILY STATISTICS DICTATION CHART (Card Game Activity #18)

Teacher's Key

Directions To The Teacher:

Dictate the information below to your students who will listen and write the information on their blank sheets. See the sample dictation in dialogue activity #18, presentation, a.

	Age	Height	Weight	I.Q.	Happy	Nervous
Harold	50	5'11"	175 lbs	I.Q. 120	98%	15%
Louise	51	5'6"	140 lbs	I.Q. 116	91%	18%
Sheila	29	5'6"	125 lbs	I.Q. 120	85%	7%
Mark	21	5'10"	140 lbs	I.Q. 110	79%	10%
Mary	21	5'8"	125 lbs	I.Q. 113	78%	5%
Bill	18	6'1"	160 lbs	I.Q. 113	83%	27%
Ron	33	6'1"	167 lbs	I.Q. 119	88%	10%
Eliza- beth	10	4'9"	97 lbs	I.Q. 111	91%	18%
Jack	9	4'8"	91 lbs	I.Q. 115	80%	13%

FAMILY STATISTICS DICTATION CHART (Card Game Activity #18)

Student's Grid

Directions:

Listen to your teacher as she or he talks about each character in the family. Write the information in the correct boxes, following the example for Harold.

	Age	Height	Weight	I.Q.	Happy	Nervous
Harold	50	5'11"	175 lbs	I.Q 120	98%	15%
Louise						
Sheila						
Mark						
Mary						
Bill						
Ron						
Eliza- beth						
Jack						

CARD GAME ACTIVITY #19

Objectives:

- To practice the imperative.
- To practice YES/NO questions and answers with DO.

Equipment:

Action cards (pull - BILL PLAY BASEBALL and SHEILA GO SHOPPING), demonstration cards, and points record book.

Dialogue:

- A: Harold, ask a question!
(Student's name), do you have this card?
?: Yes, I do. Here it is.
or
No, I don't. Take a card!

Directions:

- Presentation:
 - Teach the form and meaning of the imperative (a command). Review the ten cards which take A and the thirteen that do not. Use YOUR instead of HER/HIS for LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, activity #3. (HER/HIS becomes YOUR) (no A)
Harold, fix your bike! Jack, study English!
Practice these with the class using the demonstration cards.
 - Teach how to form a YES/NO question with DO.
Auxiliary verb + subject + main verb
Do + you + have this card?
Students practice this form with two teams, and they trade off asking and answering the question with:
Yes, I do. or No, I don't.
- Practice:
 - Play GO FISH in small groups of three or more students. Each student in a group is dealt seven cards. Put the remaining cards face down in the center of table. Students look at their cards and pull out any matching pairs. The game starts. Student A chooses a card and says:
Mark, take a photo!
Then student A asks a specific student:
Hiromi, do you have this card?
If Hiromi has the card, she answers:
Yes, I do.
As she gives it to student A Hiromi says:
Here it is.
(Student A lays the pair face up on the table.)
If Hiromi doesn't have the card, she says:
No, I don't. Take a card.
 - At the end of the game, count the matching pairs and record the points. Give two points for going out of the game first.

CARD GAME ACTIVITY #20

Objectives:

- To practice **prepositional phrases** of time with the **present tense**.
- To practice **adverbs** of frequency with the **present tense**.
- To continue practicing YES/NO questions and answers with DO and subject pronoun substitution.

Equipment:

Action cards (pull - LOUISE DRIVE CAR, HAROLD FIX BIKE, AND BILL RIDE MOTOR SCOOTER), demonstration cards, prepositional phrase of time cue cards (see list below), adverb of frequency cue cards (ALWAYS, USUALLY, SOMETIMES, and NEVER), chips, and points record book.

Dialogues:

#1

- A: Does Mary ever sing songs in the morning.
B: Yes, she usually sings songs in the morning.
or
Yes, usually she sings songs in the morning.
or
Yes, usually.

#2

- A: Does Louise ever clean house at night?
B: No, she never cleans house at night?.
or
No, never.

Directions:

1. Presentation:

- Show how to form the plural of the thirteen nouns which take A (QUESTIONS, MAGAZINES, LETTERS, PHOTOS, PIES, SONGS, PRESENTS, BOOKS, PICTURES, COKES, FRIENDS, PHOTO ALBUMS, and BUSES). The other ten remain the same, see activity #3.
- Teach how to form the present tense and make a statement with a prepositional phrase of time:
in the {morning
{afternoon
{evening
on {Tuesdays
at {night
{noon

Ex. Mary sings songs at night.

(IN = period of a day, a year, a season, or a month, ON = a specific day, also a date, and AT = a time of day, or a specific time.)

- c. Teach the meaning of the four adverbs of frequency by drawing a circle for each word and filling it in according to the amount.

always  usually  sometimes  never 

Teach where to add adverbs of frequency to a sentence,

1.) after the subject:

John {always} reads magazines in the evening.
 {usually}
 {sometimes}
 {never}

2.) before the subject (always and never can not be used before the subject of a sentence).

Usually} John reads magazines in the evening.
 Sometimes}

Teach how to answer YES with ALWAYS, USUALLY, and SOMETIMES but, NO with NEVER, see dialogue #1 and #2.

- d. Teach how to turn a statement into a YES/NO question with EVER.

Subject + Main Verb
 Mary + sings + songs in the morning.

Auxiliary Main
 Verb + Subject + ever + Verb
 Does + Mary + ever + sing + songs in the morning?

- e. Divide the class into two teams. Flash a playing card and a prepositional phrase of time cue card to team A and ask them to construct a question. Then flash an adverb of frequency cue card to team B; they will answer the question using the adverb.

2. Practice:

Play CONCENTRATION in small groups of three or more. Student A turns over two playing cards and a prepositional phrase of time cue card. If the playing cards match, s/he makes up a question, and keeps the pair. If the cards are different, student A picks just one card and constructs a question; this encourages the other students to listen carefully, so that they will know which card s/he is talking about. Student B turns over an adverb of frequency cue card and answers the question. At the end of the game count the pairs and record the scores in the points record book.

Follow-up: Write at least 16 sentences to describe things you and members of your family, ALWAYS, USUALLY, SOMETIMES, AND NEVER do. Try to use each adverb four times.

CARD GAME ACTIVITY #21

Objectives:

- To practice **WHEN** questions and answers with the present tense and prepositional phrases of time.
- To practice substituting object pronouns (**THEM/IT**) for nouns.

Equipment:

Action cards (pull - LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER), demonstration cards, prepositional phrase of time cue cards, (adverb of frequency cue cards - USUALLY, ALWAYS, SOMETIMES), chips, and points record book.

Dialogues:

#1

- A: Jack (sometimes) studies English in the afternoon.
B: When does Jack study English?
C/D: He (sometimes) studies it in the afternoon.

#2

- A: Jack (always) draws pictures on Tuesdays.
B: When does Jack draw pictures?
C/D: He draws them on Tuesdays.

Directions:

- Presentation:
 - Teach how to turn a statement into a **WHEN** question.
Louise (usually) writes letters in the morning.
(when) (when)
When does Louise write letters?
 - Teach how to substitute an object pronoun, **IT** or **THEM**, for a noun. **IT** replaces singular nouns (dialogue #1) and **THEM** goes in place of plural nouns (dialogue #2):
When does Mary eat breakfast?
(Mary eats breakfast in the morning.)
She eats it in the morning.
or
When does Ron give presents?
(Ron gives presents in the afternoon.)
He gives them in the afternoon.
 - Divide students into two teams, practice a and b above.
- Practice:

Play **ONE CARD TURN OVER** (or **CONCENTRATION**) in groups of three or more. Students take turns turning over a playing card, a prepositional phrase of time cue card, (an adverb of frequency cue card), and making a statement. Student A makes a statement which student B turns into a **WHEN** question. Students D and C compete to answer. If there are only three students in a group, student A makes a statement and turns it into a question which the other two students compete to answer. Count the chips and record the points.

CARD GAME ACTIVITY #22

Objective:

To practice the simple past tense with the time signals.

Equipment:

Action cards, demonstration cards, past tense time signal cue cards (YESTERDAY, YESTERDAY MORNING, YESTERDAY AFTERNOON, YESTERDAY EVENING, LAST NIGHT, LAST WEEK, LAST MONTH, LAST YEAR, and LAST FRIDAY), points record book.

Dialogues:

#1

A: Elizabeth went shopping.
Student's name, do you have this card?
?: Yes, I do. or No, I don't. Take another card.

#2 Add time signals.

A: Last night, Elizabeth bought a book.
Student's name, do you have this card?
?: Yes, I do. or No, I don't. Take another card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Teach how to form the simple past for regular verbs and irregular verbs. Have students go through them together to come up with both the regular and irregular past tense verb forms. WATCH = WATCHED, and GO = WENT.
- b. Flash a card for the class to make into a statement in the past tense. Remember that ten cards do not take an A before the noun.

2. Practice:

- a. Have the students play GO FISH in groups of four or five, and practice dialogue #1 above. If a student doesn't understand, tell her/him to say:
Which card?
- b. After the class has played using dialogue #1, stop and explain how to add a time signal:
Yesterday,
Yesterday {morning}, Mary baked a pie.
{afternoon}
{evening}
Last {night}, Jack drank a coke.
{Friday}
{week}
{month}
{year}

- c. Then tell students to continue playing the game with dialogue #2. This time they will need to turn over a past tense time signal cue card before they compose a sentence. Record the points for matching pairs at the end of the game.

Variation: A lesson on the pronunciation of verbs in the past tense, especially with -ED endings, may be needed; for example, PLAYED, WATCHED. Do this by flashing the large demonstration cards and inviting the students to respond.

Follow-up: Ask students to write 16 sentences about things they have done in the past with friends or family, using the past tense and time signals. Use each time signal twice.

CARD GAME ACTIVITY #23

Objective:

To practice forming YES/NO questions and answers with DID.

Equipment:

Action cards, demonstration cards, past tense time signal cue cards (activity #22), chips, and points record book.

Dialogues:

#1

A: Elizabeth watched T.V. last night.

B: Did Elizabeth watch T.V. last night?

C/D: Yes, she did.

#2

A: Mark took a photo yesterday.

B: Did Mark take a photo last week?

C/D: No, he didn't. Mark (He) took a photo yesterday.

(activity #5) (activity #22)

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

a. Teach how to form a YES/NO question with DID.

subject + main verb + complement

Elizabeth + watched + T.V. last night.

Auxiliary verb + subject + main verb + complement

Did + Elizabeth + watch + T.V. last night?

b. Flash a demonstration card and a cue card and make a statement. Invite the class to turn it into a YES/NO question.

2. Practice:

a. Write dialogue #1 on the board. Students play ONE CARD TURN OVER (or CONCENTRATION) in groups of four or five. Students shuffle and deal all the cards so that there is a stack face down in front of each student. Student A turns over a playing card and a cue card, and constructs a sentence:

Mary baked a cake last year.

Student B turns it into a YES/NO question with DID:

Did Mary bake a cake last year?

Students C and D compete to answer:

Yes, she did.

b. Make it more challenging with dialogue #2. Student B changes the time signal. This forces C and D to listen carefully to both A and B in order to answer. Finally, play a game using both dialogues to help students learn to listen carefully. Count and record the points.

CARD GAME ACTIVITY #24

Objective:

To practice forming **WHEN** questions in the **past tense**.

Equipment:

Action cards, demonstration cards, past tense time signal cue cards (activity #22), chips, and points record book.

Dialogue:

A: Elizabeth **bought** a book last night.

B: **When** did Elizabeth **buy** a book?

C/D: Last night.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Teach how to form a **WHEN** question and answer in the past tense:

YES/NO Question with DID:

Auxiliary verb + subject + main verb + complement
Did + Elizabeth + watch + T.V. last night?

WH-Question:

When did + Elizabeth + watch + T.V.?

- b. Make a statement which the class turns into a **WHEN** question. Then divide the room into three sections and have them rotate parts A, B, and C of the dialogue. (Remember, ten cards do not take A, see activity #3.)

2. Practice:

Write the dialogue on the board and students practice **ONE CARD TURN OVER** in groups of four or five. Students shuffle and deal all the cards so that there is a stack face down in front of each student. Student A turns over a playing card and one cue card and constructs a sentence and says it to the small group:

A: Mary baked a cake last year.

Student B turns the statement into a **WHEN** question in the past:

B: When did Mary bake a cake?

Students C and D compete to answer:

C/D: Last year.

Now, student B takes a turn following the procedure above. Student C turns the statement into a question, and students D and A race to answer it. At the end of the game count the chips and record the points.

Variation: To make it more challenging, students could change the subject noun to a subject pronoun and the object noun to an object pronoun:

A: Mary baked a pie last year.

B: When did Mary bake a pie?

C/D: She baked it last year.

CARD GAME ACTIVITY #25

Objectives:

- To practice **HOW** questions with **DID**, to answer with adverbs.
- To practice changing **A** to **THE**.
- To continue practicing subject and object pronoun substitution and past tense time signals.

Equipment:

Action cards, demonstration cards, adverb cue cards (**QUICKLY**, **SLOWLY**, and **CAREFULLY**), past tense time signal cue cards (activity #22), chips, and points record book.

Dialogue:

#1

A: Yesterday, Harold asked a question.

B: **How** did Harold ask the question?

C/D: He asked it slowly. (long answer)

or

Slowly. (short answer)

#2

A: Last night, Ron cooked dinner.

B: **How** did Ron cook dinner?

C/D: He cooked it carefully. (long answer)

or

Carefully. (short answer)

Directions:

1. Presentation:

- a. Tell students to use **HER/HIS** with **LOUISE DRIVE CAR**, **HAROLD FIX BIKE**, and **BILL RIDE MOTOR SCOOTER** for both the statement and question parts of the dialogue. Then explain that we use **A + NOUN** when we first introduce something, then we change it to **THE + NOUN** because it becomes specific. The other ten nouns (see activity #3) remain the same as in dialogue #2.
- b. Teach that an adverb tells **how** somebody does something. To form an adverb take an adjective and add **-LY**: **QUICK + LY = QUICKLY**. Act out the meaning of each adverb (**QUICKLY**, **SLOWLY**, and **CAREFULLY**). Have the students make three columns on a piece of paper and write a different adverb above each one. Tell them to decide which verbs go with which adverbs, write them in the column(s). Most adverbs will go in at least two columns. Check their answers.
- c. If needed, review how to form a **WHEN** question in the past tense with **DID** (activity #24 - change **WHEN** to **HOW**), and review subject pronoun (activity #5) and object pronoun (activity #21) substitution.

2. Practice:

Students play CONCENTRATION in groups of three or more. Student A turns over two playing cards and a past tense time signal cue card. If the playing cards are different, she chooses only one card and makes a statement. If they are the same, she makes a statement and keeps the cards. Then student B turns the statement into a question:

A: Last night, Ron cooked dinner.

B: How did Ron cook dinner?

Students C and D compete to answer using a subject and object pronoun:

C/D: He cooked it carefully.

At the end of the game, count the chips and matching pairs and record the points.

CARD GAME ACTIVITY #26

Objectives:

- To practice forming **WHERE** questions in the past tense.
- To practice answering **WHERE** questions with prepositional phrases of place beginning with **IN, AT, TO**.
- To practice asking for clarification with **EXCUSE ME**.

Equipment:

Action cards, demonstration cards, prepositional phrase of place cue cards (see eleven examples below), and points record book.

Dialogues:

A: Where did Elizabeth watch T.V. (last night)?

B: In her bedroom.

C turns to B and says:

C: Excuse me, where did Elizabeth watch T.V.?

B: In her bedroom.

or

A: Where did Jack draw a picture (yesterday)?

B: At home.

C: Excuse me, where did Jack draw a picture?

B: At home.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Teach how to form a **WHERE** question in the past tense.
- b. Teach how to respond appropriately to **WHERE** questions with **IN, AT, or TO** prepositional phrases of place. (**TO** expresses on the way, **AT** expresses already there, and **IN** expresses an inside location.) Give students the following phrases written on cards: **IN THE RESTAURANT, IN THE NIGHTCLUB, IN HER/HIS ROOM, IN THE STREET, IN THE KITCHEN, IN THE DEPARTMENT STORE; AT SCHOOL, AT HOME, AT THE BANK; TO SCHOOL, TO WORK** (or ask them to give some to you). Have them arrange each playing card with the best prepositional phrase of place.
- c. Flash a demonstration card, and ask students to practice asking and answering **WHERE** questions in two teams.

2. Practice:

Students play the game **ONE CARD TURN OVER** (or **CONCENTRATION**) in groups of three or more. Student A turns over a card and constructs a **WHERE** question. Student B answers it, but C pretends not to hear, and has to ask B to repeat the answer. No points are earned in this game (or count the matching pairs).

CARD GAME ACTIVITY #27

Objectives:

To practice **WHO/WHAT** questions and answers in the past tense.
To continue practicing **WHERE/WHEN** questions in the past tense, prepositional phrases of place, and past tense time signals.

Equipment:

Action cards (pull - LOUISE CLEAN HOUSE), WH-question cue cards (WHO, WHAT, WHERE, WHEN), chips, and points record book.

Dialogues:

- A: Elizabeth watched T.V. in her room last night.
B: **WHO** watched T.V. in her room last night?
C/D: Elizabeth.
- B: Jack drew a picture at school yesterday.
C: **What** did Jack draw at school yesterday?
D/A: He drew a picture. (A picture.)
- C: Sheila listened to music in her bedroom yesterday evening.
D: **Where** did Sheila listened to music?
A/B: She listened to music in her bedroom. (In her bedroom.)
- D: Mary baked a pie in the kitchen last night.
A: **When** did Mary bake a pie?
B/C: She baked a pie last night. (Last night.)

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Go over the parts of a statement:
(Who) (What) (Where) (When)
Elizabeth watched T.V. in her room last night.
- b. Review forming questions in the past tense with WHERE/WHEN.
- c. Teach how to construct a **WHO** question and a **WHAT** question in the past tense:
Mary watched T.V. last night.
Who watched T.V. last night? (Who question)
What did Mary do last night? (What question)
- d. Do a short practice with the class using the playing cards and four WH-question cue cards.

2. Practice:

Play **ONE CARD TURN OVER** with four or more students. Student A turns over a playing card, and makes a statement with information about **WHO, WHAT, WHERE, and WHEN**. Student B turns over a WH-question cue card and turns it into a question. Students C and D race to answer. For the next round student B begins the series of dialogues. Count the chips and record the points.

CARD GAME ACTIVITY #28

Objectives:

To practice forming the plural of countable nouns with -S.
To practice using A, SOME, TWO, THREE, and SIX with countable nouns and SOME with non-countable nouns in the past tense.

Equipment:

Action cards (pull - SHEILA GO SHOPPING, LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER), demonstration cards, cue cards (A, SOME, TWO, THREE, and SIX), countable & non-countable handout, and points record book.

Dialogues:

#1, countable nouns:

A: Harold asked one (a) question. (singular form)

or

A: Harold asked two (three, six, some) questions. (plural form)

#2, non-countable nouns:

A: Sheila listened to some music. (There is only this form.)

Directions:

1. Presentation:

- a. Give the students the countable & non-countable handout with the list of nouns. Review how to form a plural by adding -S or -ES to the end of a count noun. These can be counted:

bird = birds

dish = dishes

Some words can not be counted, such as:

traffic

furniture

Instruct the students to write the singular and plural form of each noun on the handout, section A. A equals ONE for singular nouns, while SOME equals more than two. SOME is used with plural countable nouns when talking about things (or people) that are not specific:

Harold asked some questions. (not specific)

How many? Harold asked three questions. (specific)

- b. Hold up one of the cue cards, and one of the demonstration cards (only use the words in section A on the handout), ask the students to make a sentence, see dialogue #1 above.
- c. Students work on the countable & non-countable handout again, this time section B. (I have simplified this concept so that the students only have to deal with one form for each of these nouns, in the context of the action playing cards.) SOME is used with a non-countable noun when talking

about something that is not specific. (Ask the students to notice that **SOME** is used for both countable and non-countable nouns.)

- d. Separately hold up each one of the eight demonstration playing cards listed in section B of the handout and ask the students to construct sentences using this form:

Sheila listened to some music.

2. Practice:

Play the game **CONCENTRATION** in groups of three to five students. Use all the playing cards to practice both sections A and B of the handout. Student A turns over a cue card and two playing cards. If they are a pair, s/he makes up one sentence. If the cards are different, s/he makes up two sentences. Practice the sentence(s) in dialogues #1 and #2 above. Count the matching pairs at the end of the game and record the points in the points record book.

Variation: Dialogues #1 and #2 may first need to be played as two separate games, and then practiced together.

COUNTABLE AND NON-COUNTABLE NOUN HANDOUT (Card Game Activity #28)

Section A, Countable Nouns:

Write the singular and plural form (-s) of each noun below. A and some are not specific, while one and two are specific. Some means more than one, a means one.

Noun	Countable	
	Singular	Plural
pie (not specific) (specific)	bake a _____ one _____	bake some _____ two _____
question	ask a _____ one _____	ask some _____ two _____
magazine	read a _____ one _____	read some _____ two _____
letter	write a _____ one _____	write some _____ two _____
house	clean a _____ one _____	clean some _____ two _____
friend	call a _____ one _____ talk to a _____ one _____	call some _____ two _____ talk to some _____ two _____
photo	take a _____ one _____	take some _____ two _____
photo album	look at a _____ one _____	look at some _____ two _____
song	sing a _____ one _____	sing some _____ two _____
present	give a _____ one _____	give some _____ two _____
book	buy a _____ one _____	buy some _____ two _____
bus	wait for a _____ one _____	wait for some _____ two _____
picture	draw a _____ one _____	draw some _____ two _____
coke	drink a _____ one _____	drink some _____ two _____

Section B, Non-countable Nouns (and Nouns Used as Non-countable Nouns):
Use the same noun form with **some**. Fill in the blanks below.

Noun	<u>Non-countable</u>
(ask for) money	ask for some _____
(wash) clothes	wash some _____
(listen to) music	listen to some _____
(play) baseball (game)	play some _____
(study) English	study some _____
(eat) breakfast	eat some _____
(cook) dinner	cook some _____
(watch) T.V.	watch some _____

CARD GAME ACTIVITY #29

Objectives:

To practice combining **MANY** with countable nouns and **MUCH** with non-countable nouns.

To continue practicing forming the plural of nouns with -S and YES/NO questions with DID.

Equipment:

Action cards (pull - SHEILA GO SHOPPING, LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER), demonstration cards, cue cards (MUCH, MANY), countable & non-countable handout, and points record book.

Dialogue:

A: (Student's name), did Jack drink many cokes?

?: Yes, he did.

or

I don't know. Take a card.

Directions:

1. Presentation:

- a. Using the handout from activity #28, teach that **MANY** goes with count nouns (**MANY CLOTHES** is an exception):

many pictures

many buses

And that **MUCH** goes with non-countable nouns:

much T.V. much baseball much English

much music much breakfast much dinner

much money

- b. Review how to make a YES/NO question with DID, activity #23:
Did Mary sing many songs?
- c. Flash the demonstration cards and students respond with **MANY** and **MUCH**, appropriately: **MUCH MONEY**, **MANY PHOTOS**, **MANY MAGAZINES**, **MUCH MUSIC**, etc.
- d. Divide the class into two teams, flash a card. Team A asks:
Did Mary sing many songs?
Team B answers:
Yes, she did. or No, she didn't.

2. Practice:

Students play **GO FISH** in groups of three to five. Student A asks a specific student a question:

(Student's name), did Jack drink many cokes?

If the student called on has the card, s/he answers:

Yes, he did.

But if s/he does not have the card, s/he responds:

I don't know. Take a card.

Finally, count the matching pairs and record the points.

Follow-up: Students make up fifteen questions using the nouns in the lesson with **MUCH** and **MANY**. Advanced students try new nouns.

CARD GAME ACTIVITY #30

Objectives:

To practice asking and answering **WHAT** question in the past progressive with time signals.

To continue practicing subject pronoun substitution, and (prepositional phrases of place).

Equipment:

Action cards (pull - SHEILA GO SHOPPING), past tense time signal cue cards (YESTERDAY, YESTERDAY MORNING, YESTERDAY AFTERNOON, YESTERDAY EVENING, LAST NIGHT, and LAST FRIDAY), and points record book.

Dialogues:

#1

A: What was Mark doing last Friday?

B/C: He was taking photos.

or

#2

A: What was Elizabeth doing last night?

B/C: She was watching T.V. (in her room).

Directions:

1. Presentation:

(Reminder - either pull LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER as exceptions when forming plurals, or use HER/HIS with them.) Use dialogue #1 with count nouns and dialogue #2 with non-countable nouns.

- a. Review how to form a WHAT question with the past progressive (To express an activity going on over a period of time in the past.)
- b. Divide the class into two teams A and B, then flash a playing card and a past tense time signal cue card. Team A asks a WHAT question, team B answers it (with an optional prepositional phrase of place).

2. Practice:

Play ONE CARD TURN OVER (or CONCENTRATION) in groups of four or more. Student A turns over a playing card and a past tense time signal cue card, and constructs a question. Students B and C race to answer it (with an optional prepositional phrase of place). Count the chips (and matching pairs) and record the points.

CARD GAME ACTIVITY #31

Objectives:

- To practice asking **WHY questions** in the past progressive and answering them by supplying a reason.
- To continue practicing subject pronoun substitution.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, (past tense time signal cue cards, see activity #30), chips, and points record book.

Dialogue:

- A: (Student's name), **why** was Mary singing a song (yesterday)?
?: Because she was happy.
or
I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- Write a sentence on the board and ask the students to turn it into a **WHY** question:
Ron was cooking dinner.
Why was Ron cooking dinner?
- Ask the students to generate the reasons using the format below:

		past tense	
because + subject pronoun	+ to be		+ adjective
Because + he	+ was		+ hungry.

Divide the 26 different playing cards evenly among the small groups in the class. Ask each group to come up with at least one reason for each card, using **TO BE + adjective**. For the card **HAROLD READ MAGAZINE**, a student might create the reason; because he was curious. Each student in each group should write the list down. Do a quick check at this point to make sure the reasons work. Then give each student in each group a number. Put the number one students in one group, the number two students in another, etc. In the new small groups, students should share their information and write down a reason for each card.

- Flash demonstration cards to practice **WHY** questions and answers with the class.

2. Practice:

Play **GO FISH** in groups of three or more using the dialogue above. If the student called on has the card, s/he supplies a reason along with giving up the card. If s/he does not have the card, then s/he says:

I don't know. Take a card.
Count and record the points for matching pairs and going out
of the game first.

Variation:

1. More structure may be needed for lower level students, so, give them the following thirteen adjectives (CURIOUS, BORED, HAPPY, INSPIRED, LATE, DIRTY, GOOD, TIRED, LONELY, HUNGRY, KIND, RESPONSIBLE, THIRSTY) and ask them to match them with the cards. Here are some possibilities: HAROLD ASK QUESTION, HAROLD READ MAGAZINE - CURIOUS; SHEILA CALL FRIEND, MARK LOOK AT PHOTO ALBUM, ELIZABETH BUY BOOK - BORED; MARY SING SONG - HAPPY; HAROLD FIX BIKE, MARK TAKE PHOTO, JACK DRAW PICTURE, LOUISE WRITE LETTER - INSPIRED; BILL RIDE MOTOR SCOOTER, LOUISE DRIVE CAR - LATE; BILL PLAY BASEBALL - GOOD; ELIZABETH WAIT FOR BUS, SHEILA LISTEN TO MUSIC - TIRED; MARK TALK TO FRIEND, ELIZABETH WATCH T.V. - LONELY; MARY BAKE PIE, MARY EAT BREAKFAST, RON COOK DINNER, RON ASK FOR MONEY - HUNGRY; RON GIVE PRESENT - KIND; JACK STUDY ENGLISH - RESPONSIBLE; JACK DRINK COKE - THIRSTY. There are two exceptions: BILL WASH CLOTHES - THEY WERE DIRTY, LOUISE CLEAN HOUSE - IT WAS DIRTY, (Some of these adjectives can be used for more than one card.)
2. To make the activity more challenging, add past tense time signals.

CARD GAME ACTIVITY #32

Objective:

To express that an ongoing action with **WHILE** is interrupted by another action in the past.

To continue practicing YES/NO questions and answers with DID.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, past tense cue cards (YOU CAME BY, WE STOPPED BY, JOHN TELEPHONED, THEY CAME BY, I TELEPHONED), and points record book.

Dialogue:

A: (Student's name), did you come by while Ron was cooking dinner?

? Yes, I did.

or

I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Demonstrate the idea that one action going on in the past is interrupted by another action.

cue card	playing card
(simple past)	(past progressive)
You <u>came</u> by while Ron <u>was cooking</u> dinner.	

- b. Teach how to turn a statement into a YES/NO question with DID:

They came by while Jack was drinking a coke.
Did they come by while Jack was drinking a coke?

- c. Divide the class into two teams. Flash a demonstration card and a phrase cue card and team A constructs a statement, which team B changes into a question.

2. Practice:

Play GO FISH in groups of three or more students. Student A turns over a playing card and a past tense cue card, constructs a question and asks a specific student. If that student has the card, s/he answers affirmatively. If s/he does not have the card, the response is:

I don't know. Take a card.

At the end of the game count the cards in the matching pairs and record the points.

Variation: To make the activity more challenging, add past tense time signal cue cards to the end of each question.

CARD GAME ACTIVITY #33

Objectives:

- To practice expressing a situation, in which one action interrupts another action in the past, using **WHEN**.
- To practice changing a **WHEN** statement into a YES/NO question.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, **WHEN** cue cards (YOU CAME BY, WE STOPPED BY, THEY CAME BY, JOHN TELEPHONED, I TELEPHONED), chips, and points record book.

Dialogues:

#1

- A: Harold was reading a magazine when John telephoned.
B: Was Harold reading a magazine when John telephoned?
C/D: Yes, he was.

#2

- (To make the game more challenging make Harold's action incorrect.)
A: When John telephoned, Harold was reading a magazine.
B: When John telephoned, was Harold eating breakfast?
C/D: No, he wasn't. He was reading a magazine.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Demonstrate the situation in which one action interrupts another action in the past. The **WHEN** clause (in the simple past tense) happens in the middle of the ongoing action in the past (the past progressive). Show and practice both ways of constructing the sentence:

playing card	cue card
(past progressive)	(simple past)
Louise <u>was cleaning</u> house <u>when</u> we <u>stopped by</u> .	
or	
(simple past)	(past progressive)
When we <u>stopped by</u> , Louise <u>was cleaning</u> house.	

- b. Teach how to turn a **WHEN** statement into a YES/NO question.

Louise was cleaning house when we stopped by.
Was Louise cleaning house when we stopped by?

or
When we stopped by, Louise was cleaning house.
When we stopped by, was Louise cleaning house?

- c. Using the demonstration cards, practice the language samples above with the class divided into three teams.

2. Practice:

Play ONE CARD TURN OVER in groups of three or more. Pull the two SHEILA GO SHOPPING cards. Student A turns over one playing card and one WHEN cue card and constructs a sentence. Student B turns it into a question which C and D compete to answer. Practice dialogue #1 first, then go on to dialogue #2 in which students will change what the character on the card is doing so that the student answering will have to make a correction. (Alternate using dialogue #1 and #2.) Count the chips and record the points in the points record book at the end of the game.

CARD GAME ACTIVITY #34

Objectives:

To practice asking WHAT questions with WHEN clauses in the past tense.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), WHEN cue cards (activity #33), chips and points record book.

Dialogue:

A: What was Jack doing, when we stopped by?

B/C: He was drawing a picture.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Review WHAT questions in the past, activity #30.
- b. Teach how to add a WHEN clause to a WHAT question in the past tense:
What was Mary doing?
What was Mary doing when I telephoned?
(when clause)
- c. Divide the class into two teams. Flash a playing card and a WHEN cue card. Ask team A to construct a WHAT question using a WHEN clause which team B will answer.

2. Practice:

Play ONE CARD TURN OVER in groups of three or more. Student A turns over a playing card and a WHEN cue card and asks a WHAT question. Student B and C compete to answer. Then student B takes a turn. At the end of the game count the chips and record the points.

CARD GAME ACTIVITY #35

Objective:

To practice making polite requests with **COULD**, **WILL**, **WOULD** in the past with **WHEN** clauses.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, **WHEN** cue cards (see game #33), request cue cards (**COULD**, **WILL**, **WOULD**), chips, and points record book.

Dialogues:

A: Will (could, would) you tell me what Ron was doing, when you came by.

B/C: (Yes). He was cooking dinner.

Directions:

1. Presentation:

(Reminder - use **HER/HIS** with **LOUISE DRIVE CAR**, **HAROLD FIX BIKE**, and **BILL RIDE MOTOR SCOOTER**, see activity #3.)

a. Review **WHAT** statements in the past tense.

b. Teach how to make a request with a **WHAT** question:

What was Harold doing when John telephoned?
Could you tell me what Harold was doing, when John telephoned.

c. Divide the class into three teams. Flash a playing card and a **WHEN** cue card and ask team A to construct a **WHAT** question. Team B turns over a request cue card and adds a request to team A's **WHAT** question. Team C answers (see the dialogue above).

2. Practice:

Play **ONE CARD TURN OVER** in groups of three or more. Student A turns over a **WHEN** cue card, a polite request cue card, and a playing card and makes a request. Student B and C compete to answer. Then student B turns over a playing card and two cue cards and constructs a sentence which two other students compete to answer. Count the chips and record the points.

CARD GAME ACTIVITY #36

Objectives:

To practice expressing future time with **BE GOING TO** to show intention.

To practice asking a YES/NO question in future time.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue:

A: (Student's name), is Mary going to bake a pie?

?: Yes, she is.

or

?: I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

a. Teach the form:

Subject + is (not) + going + infinitive (to eat)

Mary + is (not) + going + to eat breakfast.

b. Teach how to form a question in the future with **BE GOING TO**.

Is Mary going to sing a song?

Is Bill going to ride his motor scooter?

Is Ron going to cook dinner?

c. Flash a card and invite the class to form a YES/NO question in the future.

2. Practice:

Play **GO FISH** in groups of four or five. Deal seven cards to each student. Lay down matching cards. Student A should call on a specific student:

(Student's name), is Sheila going to listen to music?

If the student called on has the card s/he will answer and give the card to student A:

Yes, she is.

If the student called on does not have the card s/he will answer:

I don't know. Take a card.

Student A will take a card, and the next student takes a turn. At the end of the game, count the matching pairs and record the points.

Follow-up: Construct fifteen questions to ask several different people. Use the future with **BE GOING TO** and ask something that you really want to know.

CARD GAME ACTIVITY #37

Objective:

To practice WHO questions and answers in future time with BE GOING TO.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue:

A: (Student's name), who is (who's) going to bake a pie?

?: Mary is going to bake a pie. or Mary is. (short answer)
or

?: I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Teach how to form a WHO question in the future with BE GOING TO.

Sheila is going to listen to music.

Who is going to listen to music?

WHO = Sheila

- b. Show a playing card and give the students a sentence which they turn into a WHO question. Then practice with the cards in two teams, one making the sentence and one turning it into a WHO question.

2. Practice:

Play GO FISH in groups of four or five. Deal seven cards to each student. Any matching pairs should be laid down as points. Student A should call on a specific student and ask a WHO question:

(Student's name), who is going to listen to music?

If the student called on has the card s/he will answer and give the card to student A:

Sheila is.

If the student called on does not have the card s/he will answer:

I don't know. Take a card.

Student A will take a new card, and the next student takes a turn. At the end of the game count the matching pairs and record the points.

CARD GAME ACTIVITY #38

Objective:

To practice **WHEN** questions and answers in future time with **BE GOING TO** and future time signals.

Equipment:

Action cards, demonstration cards, future time signal cue cards (TOMORROW, TOMORROW MORNING, TOMORROW AFTERNOON, TOMORROW EVENING, TOMORROW NIGHT, NEXT WEEK, NEXT MONTH, TUESDAY, WEDNESDAY, THIS AFTERNOON, THIS EVENING), and points record book.

Dialogue:

- A: (Student's name), when is Mary going to bake a pie?
?: Mary is going to bake a pie this afternoon. or
This afternoon (short answer)
or
?: I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Show how to form a **WHEN** question in the future with **BE GOING TO**.

Bill is going to play baseball tomorrow evening.

When is Bill going to play baseball?

WHEN = tomorrow evening

- b. Explain that **THIS AFTERNOON**, and **THIS EVENING** must still be in the future.
c. Practice with the students, then divide them into two teams to ask and answer each other's questions.

2. Practice:

Play **GO FISH** in groups of four or five. Deal seven cards to each student; the matching pairs are laid down. Student A will call on a specific student and ask a **WHEN** question:

(Student's name), when is Sheila going to listen to music?

If the student called on has the card, s/he will turn over a future time signal cue card and answer while giving the card to student A:

Sheila is going to listen to music next week. or
Next week.

If the student called on does not have the card s/he will answer:

I don't know. Take a card.

Student A will take a card, and the next student takes a turn. Count the matching pairs at the end of the game, and record the points.

CARD GAME ACTIVITY #39

Objective:

To practice **WHERE** questions and answers in future time with BE GOING TO and prepositional phrases of place, AT, IN, TO.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue:

- A: Where is Mary going to bake a pie?
?: Mary is going to bake a pie in the kitchen. or
In the kitchen. (short answer)
or
?: I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- a. Show how to form a WHERE question in the future with BE GOING TO.

Bill is going to play baseball at school.

WHERE is Bill going to play baseball?

WHERE = at school

- b. Review the appropriate prepositional phrases of place with AT, IN, TO (see activity #26).

Bill is going to play baseball at school.

- c. Divide the class into two teams. Pre-practice the dialogue above.

2. Practice:

Play **GO FISH** in groups of four or five. Deal seven cards to each student; put the matching pairs down as points. Student A should call on a specific student and ask a WHERE question.

(Student's name), where is Sheila going to listen to music?

If the student called on has the card s/he will answer with a prepositional phrase and give the card to student A:

Sheila is going to listen to music in her room. or
In her room.

If the student called on does not have the card s/he will answer:

I don't know. Take a card.

Student A will take a card, and the next student takes a turn. At the end of the game, count the matching pairs and record the points.

CARD GAME ACTIVITY #40

Objectives:

- To practice **WHY** questions in future time with **BE GOING TO** and answering with appropriate **reasons**.
- To practice substituting a subject pronoun for a name.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue:

- A: (Student's name), why is Mary going to bake a pie?
?: Mary is going to bake a pie because she is hungry. or
Because she's hungry. (short answer)
or
?: I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- Show how to form a **WHY** question with **BE GOING TO**.
Bill is going to play baseball **because** he is good.
WHY is Bill going to play baseball?
WHY = because he is good
- Review how to form an answer with an appropriate reason, activity #31.
Bill is going to play baseball **because** he is good.
- Also, review how to substitute a subject pronoun for a name, activity #5.
- Pre-practice the above with the students to check for comprehension, then have them practice with each other.

2. Practice:

Play **GO FISH** in groups of four or five. Deal seven cards to each student; matching pairs are laid down. Student A should call on a specific student and ask a **WHY** question:
(Student's name), why is Sheila going to listen to music?

If the student called on has the card s/he will answer and give the card to student A:

Sheila is going to listen to music because she is tired. or Because she is tired.

If the student called on does not have the card s/he will answer:

I don't know. Take a card.

Student A will take a card, and the next student takes a turn. At the end of the game, count the matching pairs and record the points.

CARD GAME ACTIVITY #41

Objectives:

- To review WH-questions and answers in future time with BE GOING TO.
- To practice short answers.

Equipment:

Action cards, demonstration cards, WH-question cue cards (WHO, WHEN, WHERE, WHY), and points record book.

Dialogues:

A: (Student's name), **why** is Mary going to bake a pie?

?: Because she's hungry. (short answer)
or I don't know. Take a card.

A: (Student's name), **when** is Mary going to bake a pie?

?: This afternoon.
or I don't know. Take a card.

A: (Student's name), **where** is Mary going to bake a pie?

?: In the kitchen.
or I don't know. Take a card.

A: (Student's name), **who** is going to bake a pie?

?: Mary is.
or I don't know. Take a card.

Directions:

1. Presentation:

(Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER, see activity #3.)

- Explain that this is a review of activities #37 through #40. Before setting up the game, practice the four WH-question forms with the students using the demonstration cards.

2. Practice:

Play GO FISH with four or five students. A student will turn over one WH-question cue card at a time as a prompt to ask a question. For each question s/he must ask a specific student by name. If that student has the card, s/he answers and gives the card to the student whose turn it is. If that student doesn't have the card, s/he should say:

I don't know. Take a card.

Count the matching pairs and record the points.

CARD GAME ACTIVITY #42

Objective:

To practice the present perfect, **HAVE YOU EVER...** with a past participle.

Equipment:

Action cards, demonstration cards, and points record book.

Dialogue:

A: (Student's name), has Mark ever taken a photo?

?: Yes, he has. or I don't know. Take a card.

Directions:

1. Presentation:

(This time use A instead of HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER.)

- a. Teach how to form a statement in the present perfect with a past participle to express past time until right now.

Review the regular and irregular past participles for the twenty-seven playing cards.

	has	+	past participle	
Mark	has		taken	a photo.
Jack	has		drawn	a picture.
Mary	has		baked	a pie.
Bill	has		played	baseball.
Sheila	has		listened to	music.
Ron	has		asked for	money.

- b. Now, teach how to turn a statement into a question with **EVER** and explain the meaning. (**EVER** means - at any time.)

Jack has drawn a picture.

Has Jack ever drawn a picture?

- c. Divide the class into two teams, A and B. The teacher turns over a demonstration card and says:

Mary has baked a pie.

Team A makes a question:

Has Mary ever baked a pie?

Team B answers, see dialogue above.

2. Practice:

Play **GO FISH** with from three to five students. Count the matching pairs and record the points in the points record book.

Variation: To make it more challenging, add **MANY TIMES**, **SEVERAL TIMES**, **ONCE** or **TWICE** to the answer:

Yes he has, many times.

Follow-up: For homework or in class, ask students to think of and write down ten new **HAVE YOU EVER** questions to ask each other:

Have you ever sung in a Karaoke bar?

CARD GAME ACTIVITY #43

Objectives:

To practice using **Gerunds** with the verbs **ENJOY** and **PUT-OFF**.
To continue practicing **YES/NO** questions with **DO**.

Equipment:

Action cards (pull - **SHEILA GO SHOPPING**), demonstration cards, gerund cue cards (**ENJOY** and **PUT-OFF**), and points record book.

Dialogues:

A: (Student's name), does Mary enjoy singing songs?

?: Yes, she does.

or

I don't know. Take a card.

A: (Student's name), does Sheila put off washing clothes?

?: Yes, she does. or I don't know. Take a card.

Directions:

1. Presentation:

- a. Teach that a gerund is the **-ING** form of a verb which is used as a noun. It is the object of the verb **ENJOY** or **PUT-OFF**. Teach how to make a sentence with gerunds. (Reminder - use **HER/HIS** with **LOUISE DRIVE CAR**, **HAROLD FIX BIKE**, and **BILL RIDE MOTOR SCOOTER**. Since we are speaking generally, change the rest of the countable nouns to their plural forms, do not change the non-countable nouns. See the handout, activity #28.)

subject	+ verb	+	object
Elizabeth	+ enjoys	+	<u>some activity.</u>
Elizabeth	+ enjoys	+	buying books.

or

Mary	+ puts off	+	<u>some activity.</u>
Mary	+ puts off	+	eating breakfast.

- b. Review how to change a statement into a **YES/NO** question with **DO**:

Mary puts off singing songs.
Does Mary put off singing songs.?

- c. Divide the class into two teams, A and B. Turn over a demonstration card and a gerund cue card. Team A makes a question with **DO** which team B answers.

2. Practice:

Play **GO FISH** with gerund cue cards in small groups of four or five students. Count the points and record them in the points record book.

Variation: To give the students practice expressing their own experience, play ONE CARD TURN OVER (or CONCENTRATION) using the dialogue below.

- A: Elizabeth enjoys watching T.V.
(Student's name), do you enjoy watching T.V.?
- ?: Yes, I do. (Students should express their feelings.)
or
No, I don't.
- A: Sheila puts off washing clothes.
(Student's name), do you put off washing clothes?
- ?: Yes, I do. or No, I don't.

CARD GAME ACTIVITY #44

Objectives:

To practice using **Infinitives** with the verbs **WANT** and **PLAN**.
To continue practicing **YES/NO** questions with **DO**.

Equipment:

Action cards, demonstration cards, infinitive cue cards (want and plan), and points record book.

Dialogues:

A: (Student's name), does Sheila **want** to call a friend?
?: Yes, she does. or I don't know. Take a card.

A: (Student's name), does Louise **plan** to clean house?
?: Yes, she does. or I don't know. Take a card.

Directions:

1. Presentation:

- a. An infinitive is **TO + the simple form of a verb**. It is the object of the verb **WANT** or **PLAN**. Teach how to make a sentence with infinitives. (Reminder - use **HER/HIS** with **LOUISE DRIVE CAR**, **HAROLD FIX BIKE**, and **BILL RIDE MOTOR SCOOTER**. Since we are speaking specifically, change other nouns to their **A + noun** or **noun form**, see activity #3.)

Subject	+	Verb	+	Object
Sheila	+	wants	+	<u>something</u> .
Sheila	+	wants	+	to call a friend.
and				
Bill	+	plans	+	to play baseball.

- b. Review how to form a **YES/NO** question with **DO**.
c. Divide the class into two teams, **A** and **B**. Turn over a demonstration card and an infinitive cue card. Team **A** makes a question with **DO** which team **B** answers.

2. Practice:

Play **GO FISH** with the infinitive cue cards in small groups of four or five students. Count the matching pairs and record the points in the points record book.

Variation: To give the students practice expressing their own experience, play **ONE CARD TURN OVER** (or **CONCENTRATION**) using the dialogue below.

A: Sheila **wants** to call a friend.
(Student's name), do you **want** to call a friend?
?: Yes, I do. (Students should express their feelings.)
or No, I don't.
A: Louise **plans** to clean house.
(Student's name), do you **plan** to clean house?
?: Yes, I do. or No, I don't.

CARD GAME ACTIVITY #45

Objective:

To practice using both **Gerunds** and **Infinitives** with the verbs **LIKE** and **HATE**.

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, gerund and infinitive cue cards (LIKE - infinitive, LIKE - gerund, HATE - infinitive, HATE - gerund), and points record book.

Dialogue:

A: (Student's name), does Harold like to read (like reading) magazines?

?: Yes, he does. or I don't know. Take a card.
or

A: (Student's name), does Bill hate to play (hate playing) baseball?

?: Yes, he does. or I don't know. Take a card.

Directions:

1. Presentation:

- a. Teach that some verbs such as **LIKE** and **HATE** take both gerunds and infinitives. Review the forms in activity #43, and #44. (Reminder - use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER. Since we are speaking generally, change the rest of the countable nouns to their plural forms, do not change the non-countable nouns. See the handout, activity #28.)

Gerund

Ron likes giving presents.

Infinitive

Ron likes to give presents.

- b. Review how to form a YES/NO question with DO, if needed.
- c. Divide the class into two teams, A and B. Turn over a demonstration card and a cue card, such as LIKE (gerund), and make a sentence using the gerund form. Team A makes a question with DO which team B answers.

2. Practice:

Play **GO FISH** with the four cue cards in small groups of four or five students. Count the matching pairs and record the points in the points record book.

Variations: To give the students practice expressing their own experience, play **ONE CARD TURN OVER** (or **CONCENTRATION**) using the following dialogue:

A: Harold likes to read (likes reading) magazines.
(Student's name), do you like to read (like
reading) magazines?

?: Yes, I do. (Students should express their
feelings.)

or No, I don't.

A: Bill hates to play (hates playing) baseball.
(Student's name), do you hate to play (hate
playing) baseball?

?: Yes, I do. or No, I don't.

CARD GAME ACTIVITY #46

Objective:

To review all six Gerunds and Infinitives taught and be able to use them correctly, (activity #43, #44, and #45).

Equipment:

Action cards (pull - SHEILA GO SHOPPING), demonstration cards, Gerund/Infinitive cue cards - ENJOY, PUT-OFF, WANT, NEED, LIKE (Infinitive), LIKE (Gerund), HATE (Infinitive), HATE (Gerund), and points record book.

Dialogue:

A: (Student's name), does Ron want to ask for money?
?: Yes, he does.
or
No, he doesn't. Take a card.

Directions:

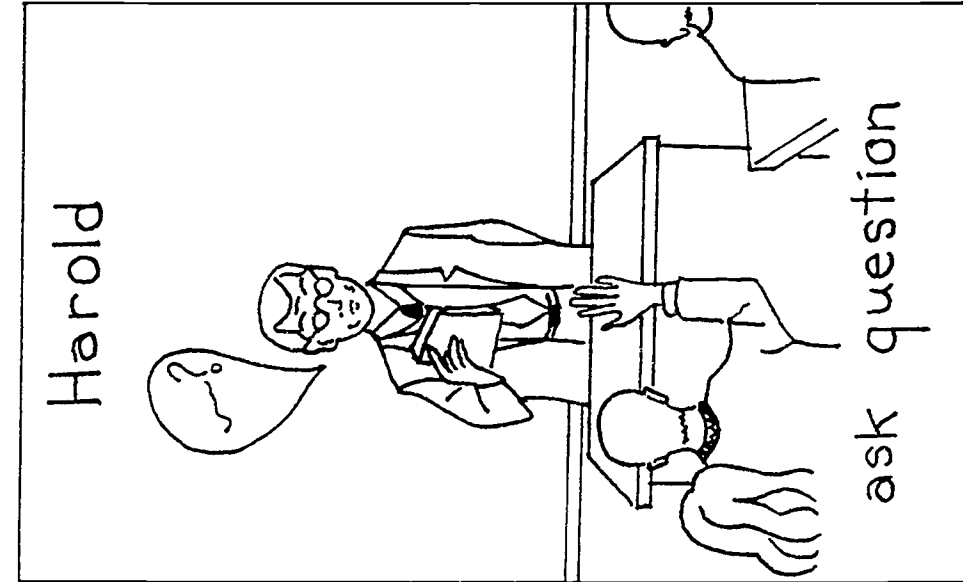
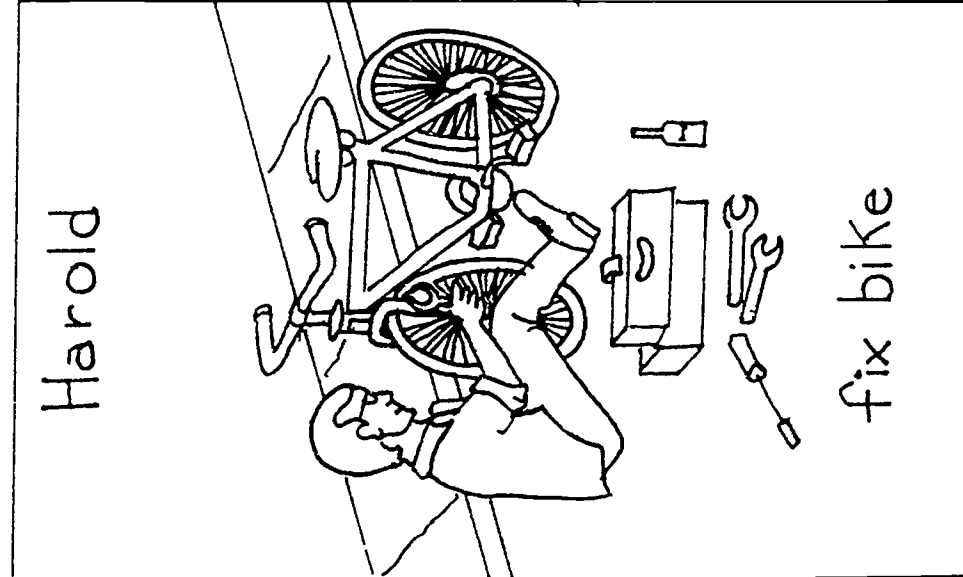
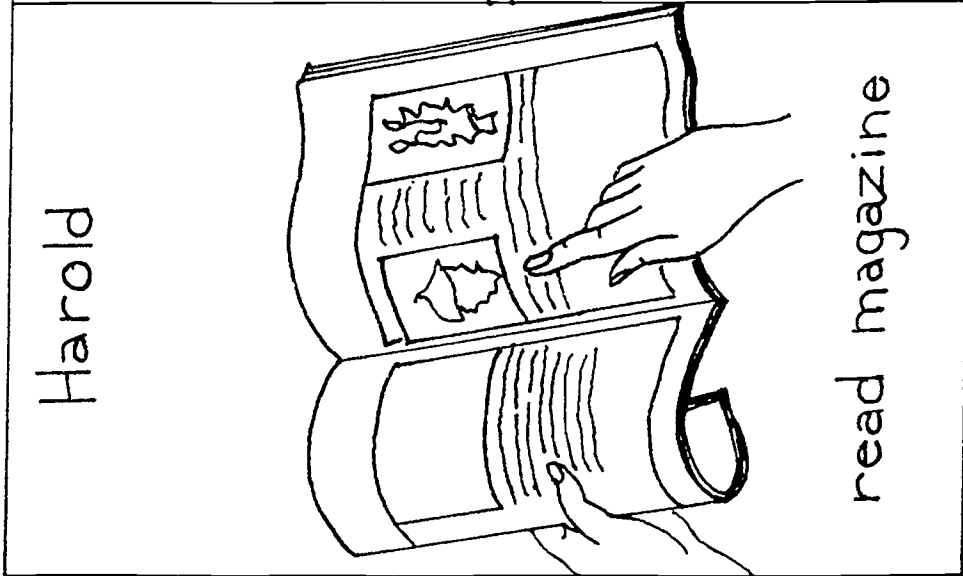
1. Presentation:

- a. Quickly review which verbs take gerunds and which take infinitives, and how to form questions with them. Also review when to use the singular or plural form of the countable nouns, activities #43, #44, and #45. (Reminder - always use HER/HIS with LOUISE DRIVE CAR, HAROLD FIX BIKE, and BILL RIDE MOTOR SCOOTER.)
- b. Divide the class into two teams, A and B. Turn over a demonstration card and a cue card. Team A makes a question with DO which team B answers.

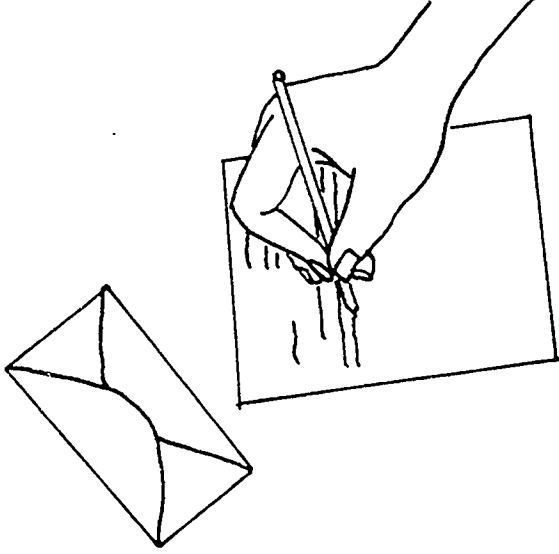
2. Practice:

The students play GO FISH with the eight cue cards in groups of from three to five. At the end of the game, count the matching pairs and record the scores in the points record book.

Follow-up: Write some questions to ask other students. Take the six verbs we have practiced and combine them with some new gerunds and infinitives; for example,
Do you **enjoy dancing**?
Do you **like dancing**? or Do you like to dance?
Do you **want to learn English**?
Do you **put off doing** the things you should be doing?

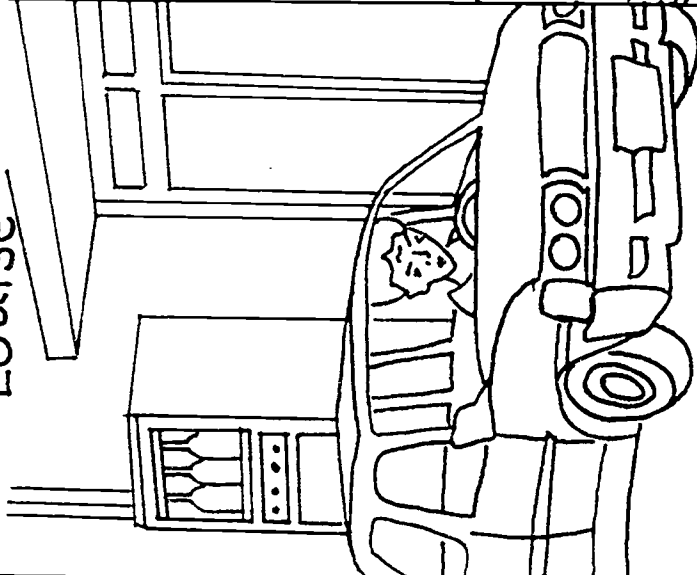


Louise



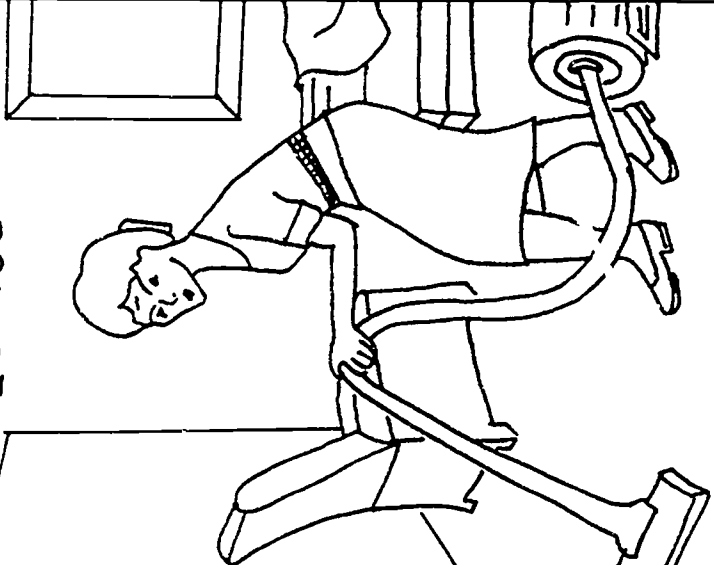
write letter

Louise



drive car

Louise

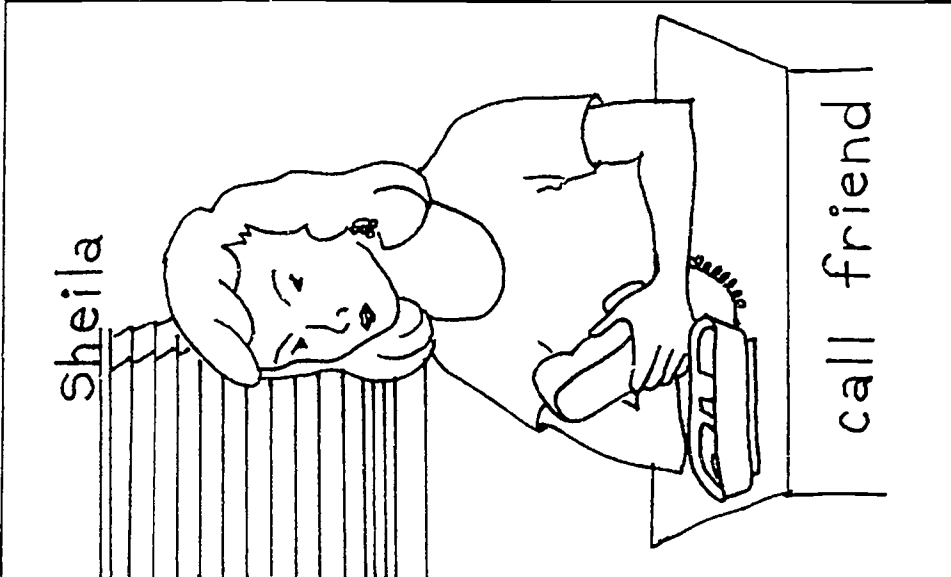


clean house



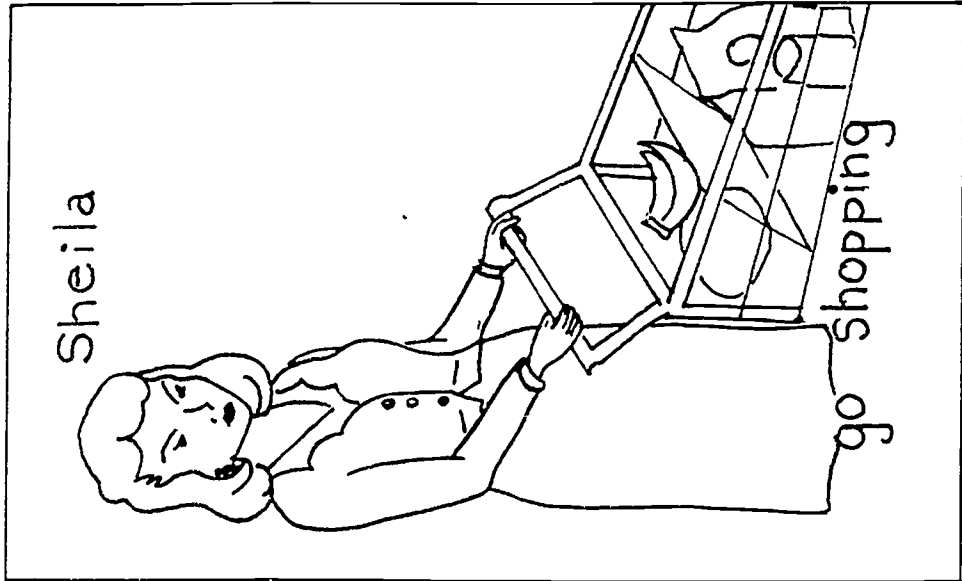
Sheila

listen to music



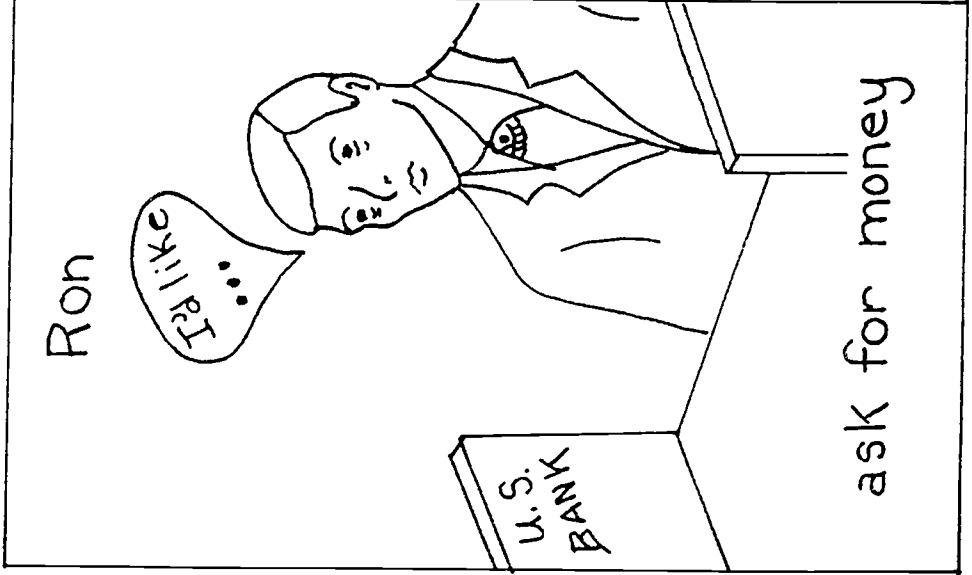
Sheila

call friend



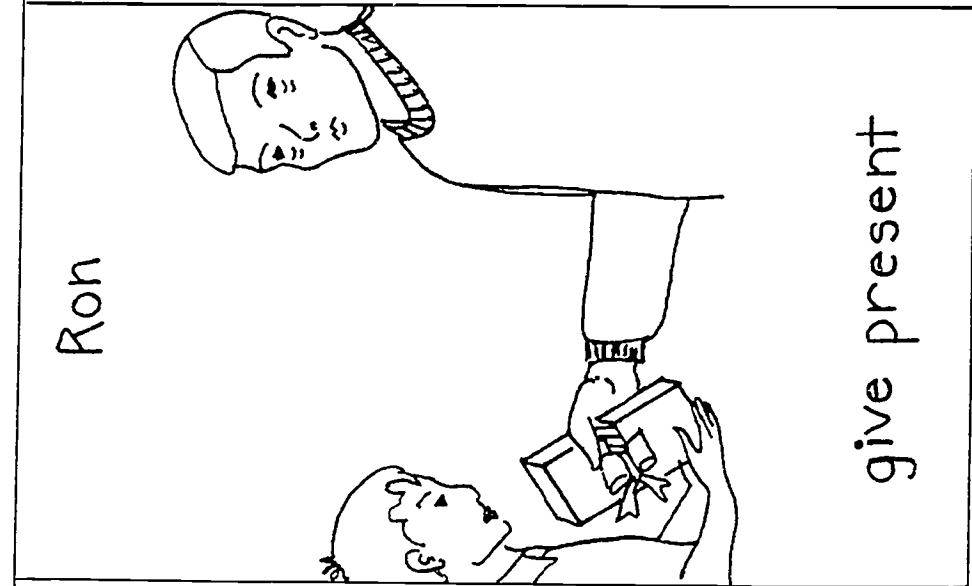
Sheila

go shopping



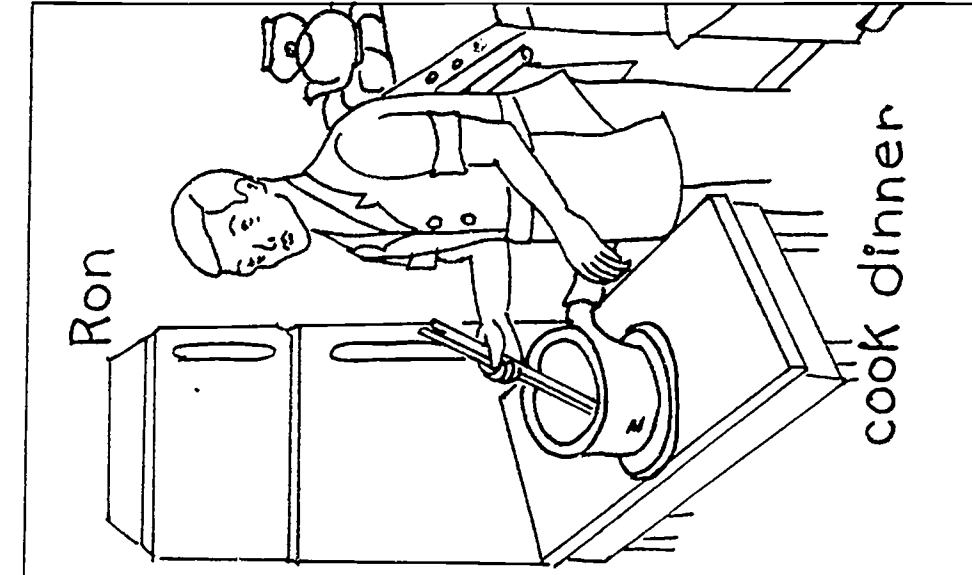
Ron

ask for money



Ron

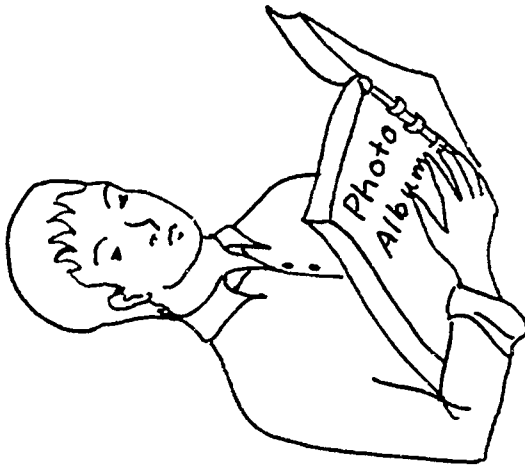
give present



Ron

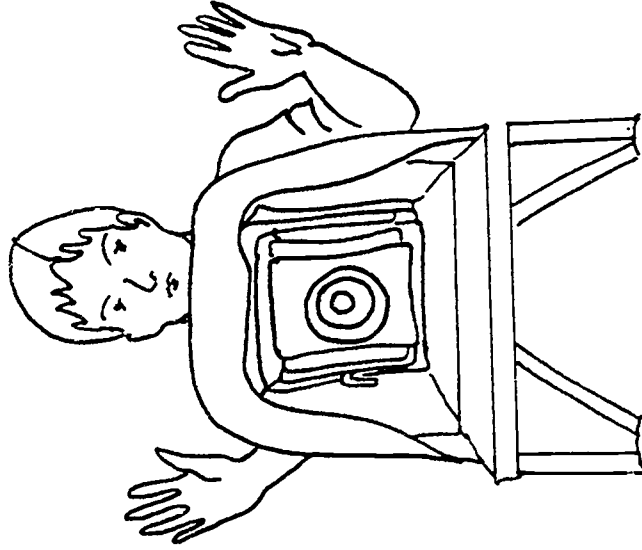
cook dinner

mark



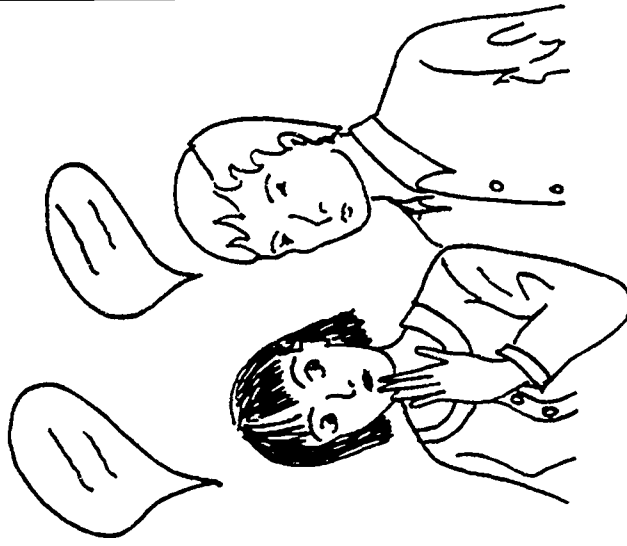
look at photo album

mark



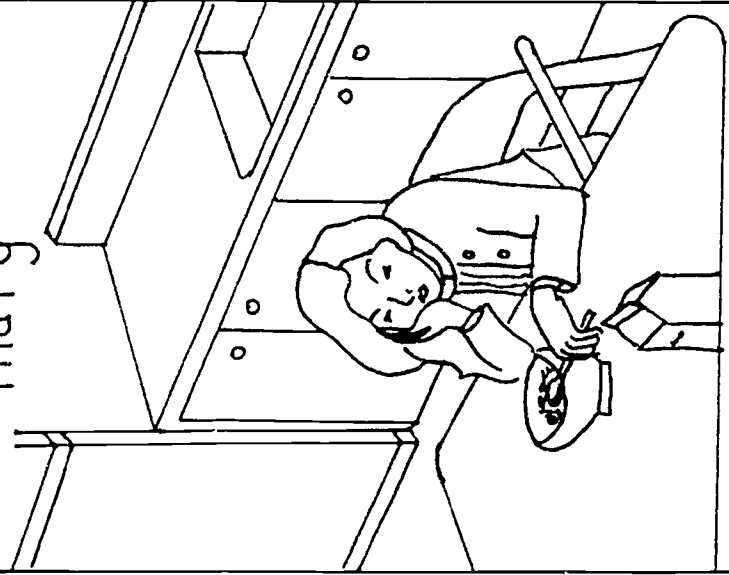
take photo

mark



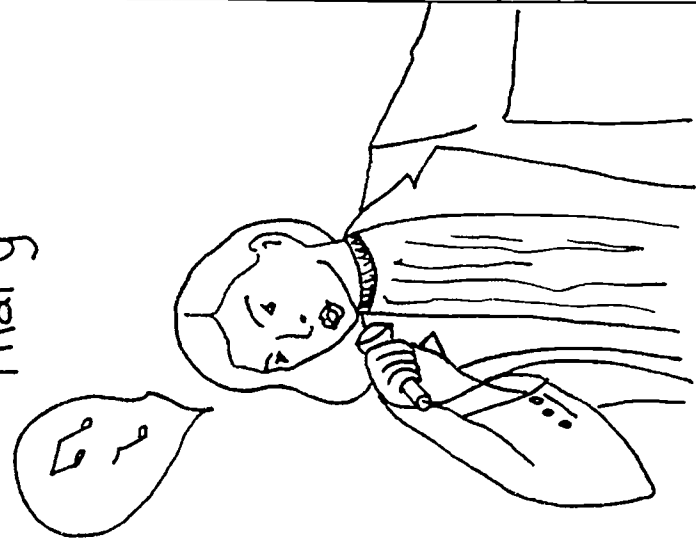
talk to friend

Mary



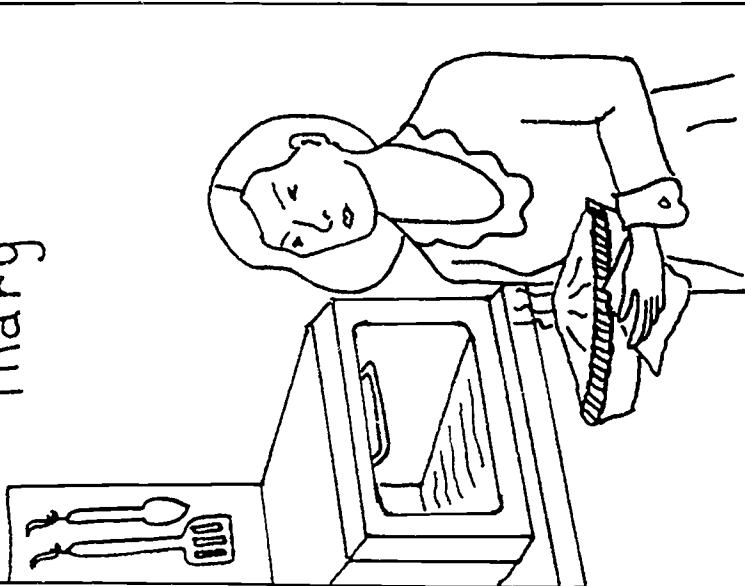
eat breakfast

Mary

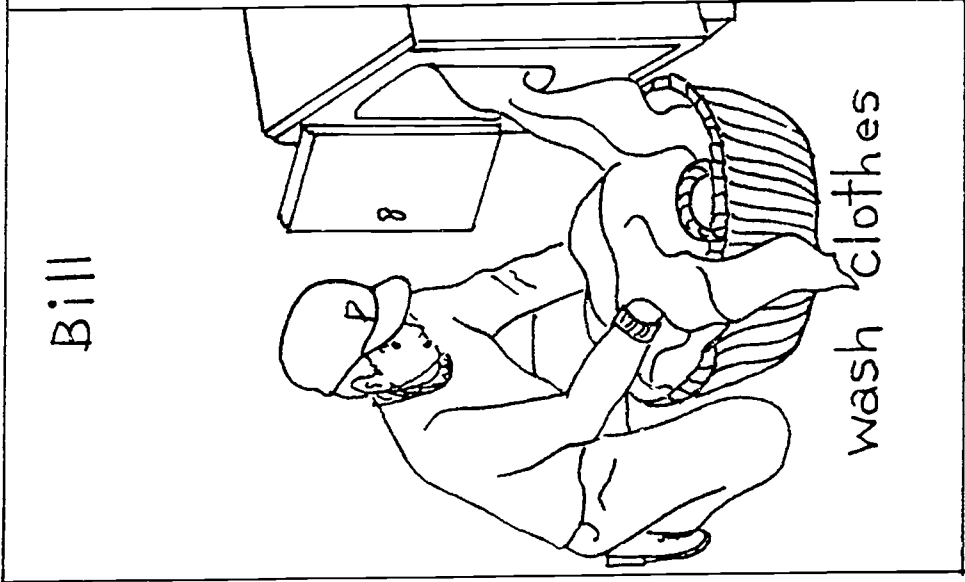


sing song

Mary

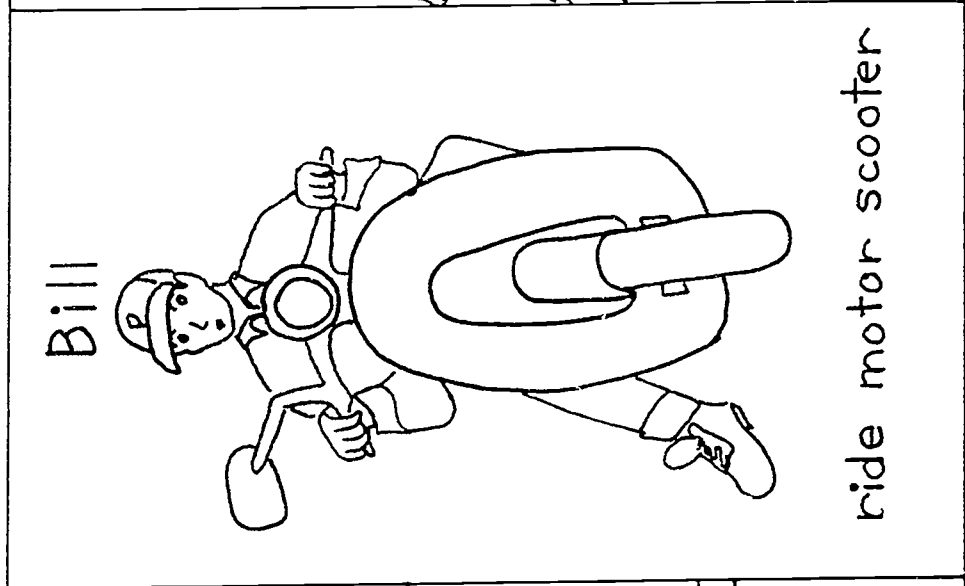


bake pie



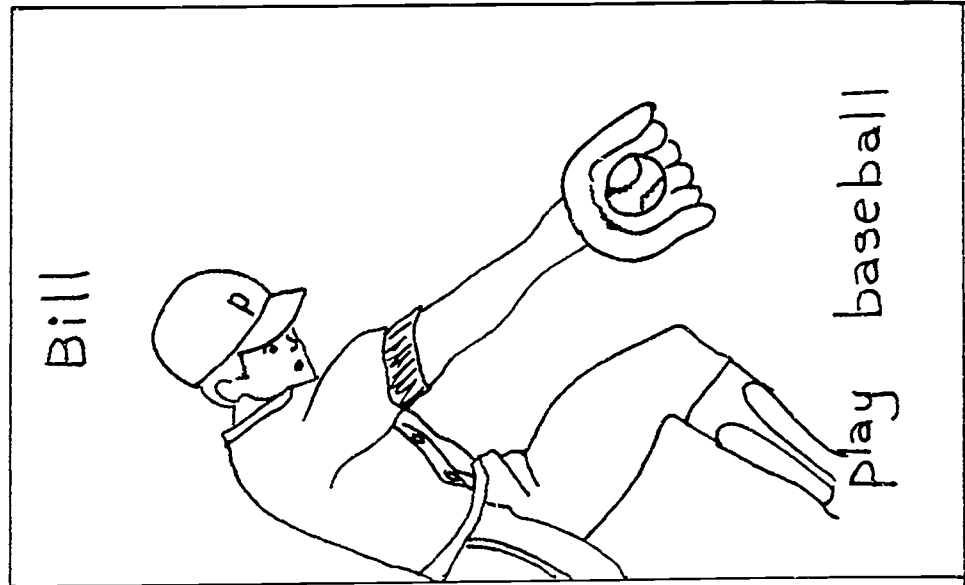
Bill

wash clothes



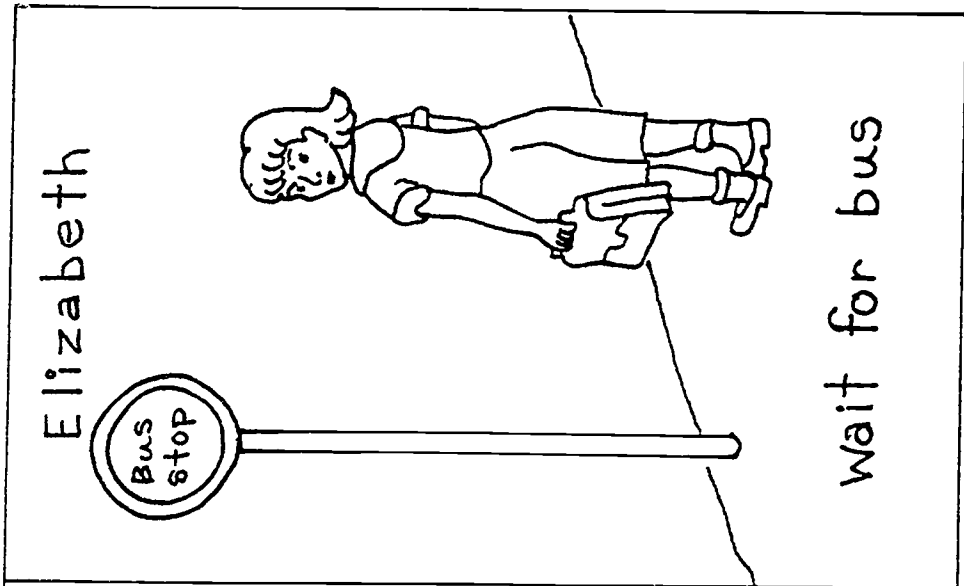
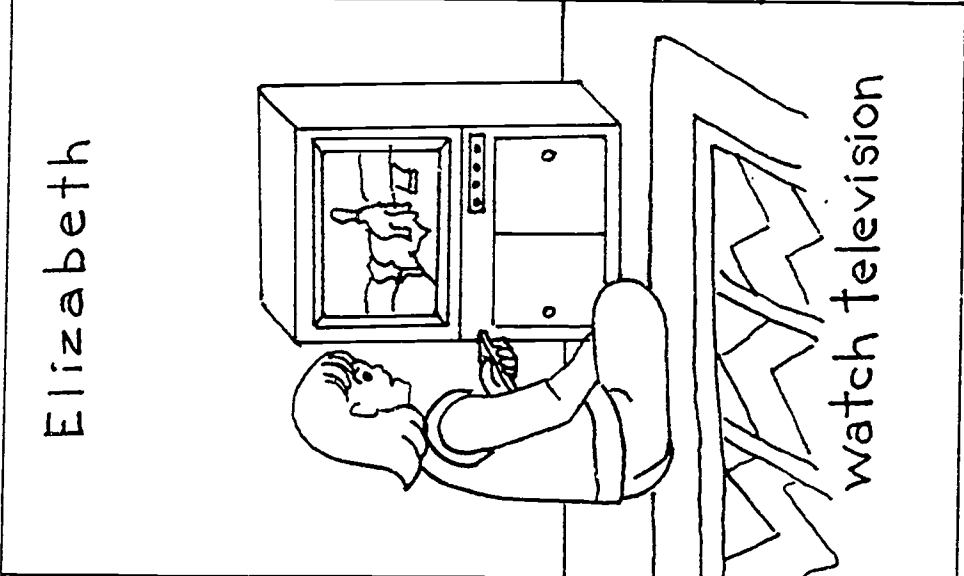
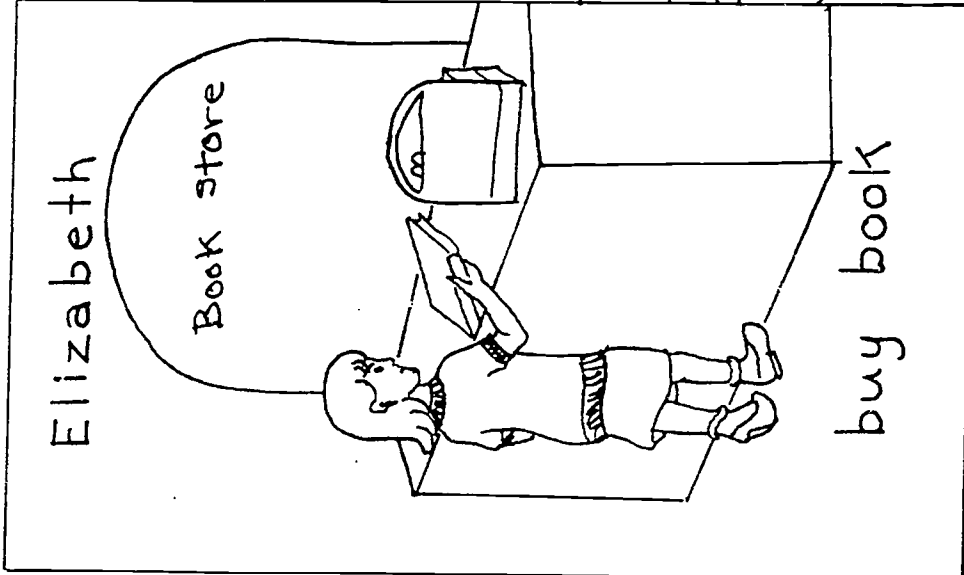
Bill

ride motor scooter

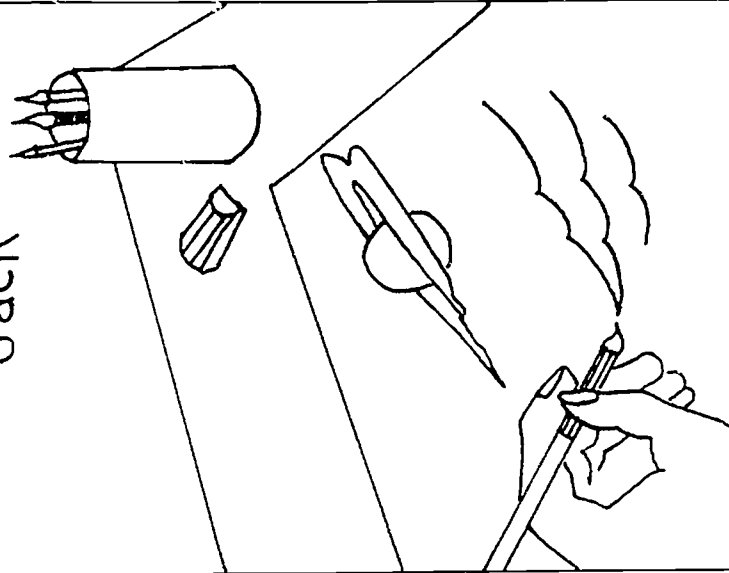


Bill

play baseball

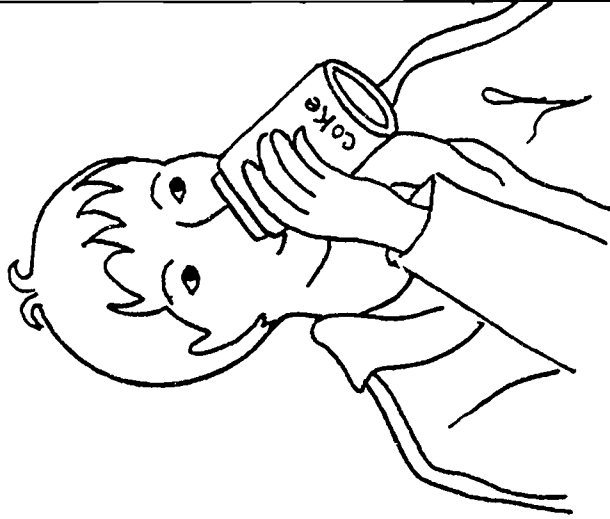


Jack



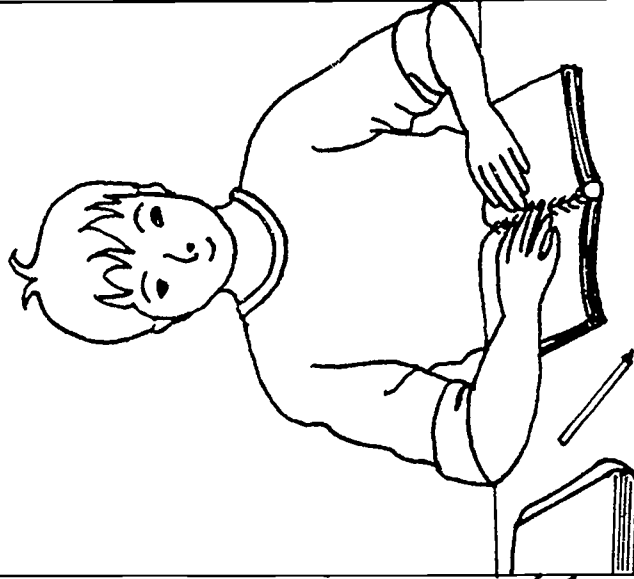
draw picture

Jack



drink coke

Jack



study English

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