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Scissors, Paper, Stone

(Groups)

2

Focus: Spelling

Level: Elementary - Intermediate

Time: 15'+

Materials: Cards

Procedure:

Students play in groups of three.

Prepare and give each group a set of 30 different word cards. Choose words students may have difficulty spelling. The cards are shuffled and placed face down in the centre of the table.

Students take it in turns to play Scissors, Paper, Stone with the person on their right. The loser of each round picks up a word card and reads it to the winner who must spell that word.

If the winner spells the word correctly, they keep the card. If not, the card is returned to the bottom of the pile. Student B now plays with student C and the game continues. The winner is the student who has the most word cards at the end of ten rounds.

Scissors, Paper, Stone

In the traditional children's game, players count to three together and on the count of three make one of the above three shapes with their hand

Scissors beats paper [they can cut it], paper beats a stone [it can wrap it], and a stone beats scissors [it can blunt them].

Variation:

To practise different lexical areas.

- 1 Prepare three sets of 10 cards.
Scissor word cards: nouns, Paper word cards: verbs, Stone word cards: adjectives. Students play the game as above. The winner has to spell the word correctly and then put it in a complete sentence.
- 2 Prepare three sets of 10 cards.
Scissor word cards: spell the word, Paper word cards: give a definition, Stone word cards: say a word which rhymes with it.

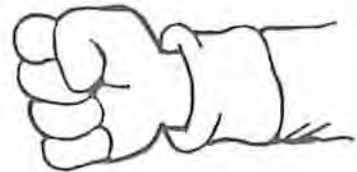
In both variations, the winner is the one who has the most cards at the end of ten rounds.



Scissors



Paper



Stone



Just do it!

(Groups)

Photocopiable material: p. 196

Focus: Questions, verb tenses

Level: Intermediate-Upper-intermediate

Time: 10'+

Materials: Cards

Procedure:

Students play in groups of three.
Photocopy or prepare and give each group cards with various activities on them.

e.g.

live alone

go on holiday alone

give away your money

live in another country

Student A picks up a card and asks student B a question based on the activity written on the card. Student B replies and student A asks *Why?/Why not?* Student B must answer three *Why?/Why not?* questions to get a point. (The responses must have a reason why and not just a 'because, I do' answer.)

e.g. Student A: *Would you ever live alone?*

Student B: *Yes/No.*

Student A: *Why?/Why not?*

Student B: *I would live alone because I would like to have my friends over whenever I wanted.*

Student A: *Why would you want your friends over whenever you wanted?*

Student B: *I would want them over because I like their company.*

Student A: *Why do you like their company?*

Student B: *I like their company because they are fun.*

It is now student B's turn to pick up a card and ask student C a question. The winner is the student with the most points after each student has answered three cards.

Different language areas: Present perfect: *Have you ever gone camping?* Past simple: *You stayed up all night. Why?* Going to: *You painted your room black. Why?*



What's your story?

(Groups)

Focus: Sentence structure

Level: Intermediate

Time: 10'+

Materials: Cards

Procedure:

Students play in groups of three.
Write a one sentence story of fixed length and structure on the board. Students individually compose three sentences, writing each section on separate cards based on the model.

e.g.

One day | an old man | was walking | down the road | when | his wife | called him. [model]

(Last week) (a brown dog) (was sleeping) (in my yard) (and) (our cat) (scared it.)

(Yesterday) (my little sister) (was going) (to the park) (but) (my mum) (stopped her.)

The cards are collected, shuffled and dealt to the group.

Students attempt to be the first to get rid of their cards by taking turns to put one card at a time on the table to create a story sentence.

e.g. Student A: *One day*

Student B: *a brown dog*

Student C: *was going...* etc.

The sentences may not be the same as the originals, but anything that makes sense is acceptable.