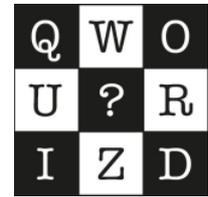




Game formats which can be used with Quizword



First of all, a brief word about the use of games in the language classroom, as it can be a contentious issue. Many students and teachers seem to hold the view that there exists a spectrum of language teaching activities with serious grammar exercises at one end and games at the other. Those that hold this view generally believe that it is only through the serious exercises that language is really learnt. Clearly this is a mistaken idea, but “too many games, not enough grammar” is a common complaint in lesson feedback from students. Clearly language games are tolerated to a certain extent, but are often viewed as a waste of class time if they go on too long or are played too frequently. The crucial point in all of this is that games are not all the same in terms of ‘language learning value’, and teachers have to consider the value and suitability of any game just as they would for any other classroom activity. For example, ten minutes using Quizword will provide a great deal of intensive listening and speaking practice. The same time spent playing ‘Hangman’ will only provide practice in saying letters of the alphabet.

Because students often have mistaken views about how languages are learnt and what the teacher should be doing in class it is essential that you explain to them the language learning benefits of the activities you do. *Tell them* the game is providing practice with the most common words in English. *Tell them* it’s authentic listening and speaking practice. *Tell them* repetition is essential for remembering things. Never assume that what is blindingly obvious to you will be equally as clear to your students.

N.B. If a game is to be a useful language learning exercise students need to know what is going on, and be able to hear questions and answers around the room. For this reason it is essential that rules are easily explained and understood, particularly those related to turn-taking when answering.

The value of asking and answering questions in class is the same whatever game format you choose to use, but having different game formats adds variety, allows students to think about strategy (thus making it more like a natural ‘native speaker-type’ activity), and imposes an element of turn taking and cooperation. *At higher levels get students from one team to ask the questions for the other team to provide more speaking practice. Give points for good pronunciation/intonation of questions as well as for correct answers.*

question categories	O	Opposites
	LW	Last Word
	FL	First Letter
	D	Definitions
	LD	Lucky Dip
	SS	Say and Spell

1 Categories

Put the six categories on the board with numbers 10 to 60 below each one, like the picture on the right:

Pick questions which are easier for the lower scores (10 - 30) and harder for the higher scores (40 - 60). Divide the class into 2 teams and let them take it in turns to pick a category and a level of difficulty. Once a question has been played for (e.g. ‘Definitions 40’) erase it from the board.

O	LW	FL	D	LD	SS
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	10	30	30
40	40	40		40	40
50	50	50	50	50	50
60	60	60	60	60	60

Variation – Teams roll a die to select the category.

2 Definitions

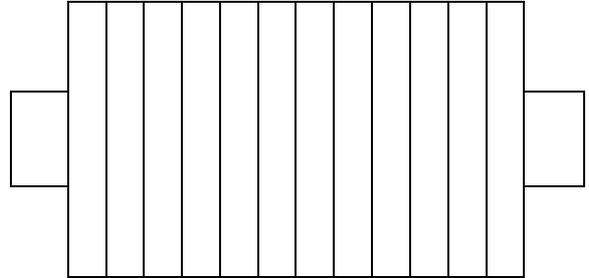
Use the answer side of the cards and get students to describe the words to their partner/the rest of their team/the rest of the class. For higher levels set a time limit, so each team has to get through as many definitions as they can in 2 or 3 minutes.

3 Pub quiz

Put students in teams of 3 or 4. Pick a section of the cards for however many questions you think appropriate (e.g. 5 cards = 30 questions) and read through them one at a time giving the teams time to confer and write their answer down. Put phonemic spellings of the 'say and spell' questions on the board so everyone can see them. At the end of the quiz get teams swap papers and go through the answers.

4 Football/basketball/rugby

Draw a football pitch on the board, divided into 12 sections, and with a goal at each end, like the picture on the right. Draw a ball in the centre and divide the class into 2 teams. Toss a coin to decide which team kicks off, then ask the first player a question (you can choose a category, the player can choose, or it can be done randomly on the roll of a die).



Players MUST NOT confer. If the answer is correct the 'ball' is moved forward one space on the grid, and the next person in the team must answer a question. The ball continues to advance until someone gets a question wrong. Play then passes to the other team. If a member of the other team can answer the question the ball moves in the other direction, and play continues as above. Any conferring is classed as a foul and play passes to the other team.

5 Three in a row

Draw a board of 5 x 6 squares and number them in the corners 1 – 30, like the picture on the right.

Number 30 question cards (using Post-it notes) 1 – 30, and lay them out on the desk.

Divide the class into 3 teams and give each team a letter. The first team decides which square they want to play for. One of the other groups decides which question they have to answer by rolling a dice. If the answer is correct put the team's letter in the square and move on to the next team. The aim is for one team to connect three square in a row, either horizontally, vertically or diagonally.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

Variation 1: Make the board 7 x 6 squares and play with just two teams; the aim this time is to connect four squares.

Variation 2: Let students play the game in groups. Each group draws a board and has a supply of questions.

6 Draw the word

Use the answer side of the cards. Divide the class into teams and show one word to a student from each team. Those students have to draw the word for their team. The first team to guess the word correctly gets a point. For the next round choose different students to do the drawing.

