

Worksheet

Classification of Games

Task

Briefly read the four language games below and say whether they are 'code-control' games or 'communication' ones. Write your answers in the table at the end of the activity. When you have finished compare your answers with our views.

A. Magic trick: Where's the ball?

Level: Beginner

Timing: 5 minutes (approx.)

Skill: Speaking

Aim: Prepositional phrases (on the right, on the left, in the middle)

Class organization: Class work / one challenger (teacher)

Materials needed: 3 cup (the one with some scotch tape on its bottom), 1 table tennis ball

Task description

Ask learners to come to the front of the class and place 3 reversed cups in a straight line on your desk. Ask learners to watch where you will hide a small table tennis ball. Hide it under one of the cups. Move the cups around a number of times and place them again in a straight line (e.g. the cup which was on the left is now on the right, etc.). Carry on in the same fashion for a number of times but every time, ask: 'Where is the ball? On the right, on the left or in the middle?'. Learners should answer (depending on where they think the ball is) 'On the right!' / 'On the left!' / 'In the middle!'. Do not reveal where the ball is every time you ask your question. Just carry on. After 2 minutes or so, ask learners for the last time 'Where's the ball?' and after all students have agreed on where the ball is, lift the right cup, the middle cup, the left cup... and surprisingly enough the ball has vanished. Invite explanations and after a while reveal that all three cups had some scotch tape at the bottom which prevented the ball from falling when you lifted the 'right' cup!

B. The Definition Game

Level: Beginner / Elementary

Timing: 10-15 minutes

Focus: Listening / definitions / vocabulary

Class organization: Team work

Materials needed: Slips of paper (1 per student)

Task description

Divide the class into 2 teams and give each learner one word on a slip of paper (all the words should belong to the same class, e.g. colours, vegetables, action verbs, etc). Learners are not allowed to look at each other word and are given 3 minutes to think over how they will define it. The first player gives his / her definition. The other members of his/her team have to guess the word. A player of the other team will continue, and so forth. The team to find the greatest number of words win.

C. Seaside fun

Level: Elementary

Timing: 15 minutes (approx.)

Skill: Speaking

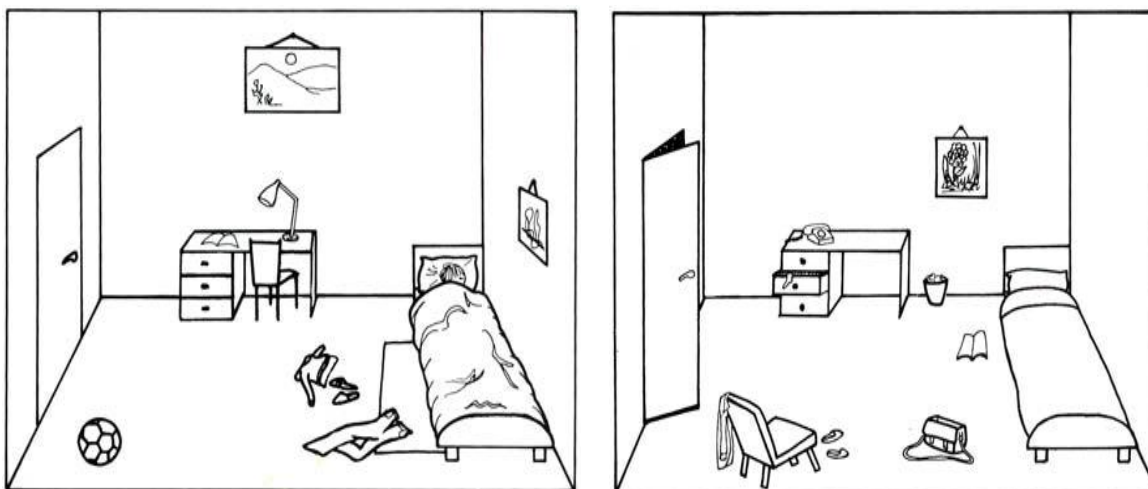
Focus: Asking about/ describing present actions

Class organization: Pair work

Materials needed: Copies of the two sketches (1 for Students A, 1 for students B)

Task description

Divide the class in pairs and give learners A a copy of the top picture below. Give learners B the bottom picture. Learners have to find the differences between their pictures by asking questions only (and getting answers), but not by seeing their partner's picture.



D. Hidden days, months and seasons

Level: Beginner

Timing: 10 minutes

Skill: Reading / spelling

Focus: Revision of days, months, seasons / training Ss to recognize English spelling patterns

Class organization: Class work / Pair work

Materials needed: Copies of a grid with the hidden words (1 per student)

Task description

Give Students a copy of a grid. Set a time limit of 5 minutes. When students are ready, ask them to compare their answers with their partner's.

Answers

Game	A	B	C	D
Type of activity	Code-control game	Communication game	Communication game	Code-control game