

Revision Race Units 7–9 – Teacher’s notes

Level: Intermediate

Aim: A board game that revises key vocabulary, grammar and topics and gives students the chance to practise extended turns.

Grammar: Stative & dynamic verbs, present perfect, modals of obligation, permission and prohibition (past & present).

Vocabulary: Self-image, describing people, tourist destinations, accommodation.

Note: This activity is particularly good for end of term classes. A blank version of the board could be used by teachers or students to prepare similar board games.

Preparation: Make one copy of the game for each group of four students. You may want to copy or stick it onto card and laminate it if you are going to use it more than once. You will also need a dice and four coloured counters for each group. If you don’t have dice, copy, stick onto card and cut out a spinner for each group. The students can stick a pen or pencil through the centre and use this instead of a dice.

Procedure:

1 Put the students in groups of four. Make sure each group has a dice or spinner and a coloured counter (or small slip of paper with the students’ initial). Explain that they are going to play a board game, show them an example of the board, highlighting the four instruction types (ask, answer, list, describe) and explain the rules.

- 1 All the players place their counters on the start box. The first player to throw a six starts.
- 2 The player throws the dice again and moves their counter along the numbered squares on the board. They follow the instructions on the square they have landed on. When a time limit is given, the other group members must time their partner.
- 3 The first player to reach the end wins. (They do not need to throw the exact number.)

Point out the times given on the ‘answer’ and ‘describe’ squares. Explain that the students must speak for **at least** that amount of time.

2 Distribute the boards. The groups play the game. Circulate, monitoring and encouraging students to take long turns.

3 Coping with early/slow finishers. When the first group finishes ask them to go back through the ‘list’ squares and write lists together for each one. Do this for each group until all of the groups have finished their game. Check/brainstorm lists with the whole class.

Variations:

When students land on a ‘say’ square ask them to include one false piece of information each time. Their group mates must decide which piece of information is false.

Alternatively you could use this as an additional activity for early finishers.

START	1 list ...	2 say ... 3 things	3 answer ... <i>Have you ever</i> (30 secs)	4 describe ... (1 min)	5 list ...
					6 MISS A TURN
22 answer ... (1 min)	23 describe... (30 secs)	24 THROW AGAIN	25 list ... 10 different kinds of	7 say... 2 things and 2 things starting with	
21 say ... 5 things about	FINISH You are the winner!		26 say ... 5 things about	8 answer ... <i>Do you?</i> (1 min)	
20 list ... 5 things to see and do in			27 answer ... (1 min)	9 describe ... (30 secs)	
19 describe ... (1 min)			28 describe the last time (30 secs)	10 list ... 5 things	
18 MISS A TURN			11 say ... 2 things about yourself starting with		
17 answer ... have you ever? (30 secs)	16 say ... 5 things about yourself starting with	15 list ... 5	14 describe... (1 min)	13 answer ... (30 secs)	12 THROW AGAIN

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