

Grammar Casino

Teacher's notes

Level: Upper Intermediate

Aim: This is a grammar revision game. It is a collaborative activity and requires students to recognize, correct and explain grammatical mistakes. It can be used with practically any grammar structures and at a range of levels. The worksheet which has been provided here is for use with *Straightforward* Upper Intermediate Units 1 - 4. The activity will last a minimum of 30 minutes, but the precise time needed will depend on the size and level of the class.

Preparation

1. Make one set of casino chips for each team (the students will be divided into teams of between 2 and 5 students, depending on the size of your class). You will also need 4 or 5 extra sets to pay out on winning bets.
2. Cut out the casino chips You might want to paste the chips onto card before cutting them out or photocopy them directly onto coloured card.
3. Prepare one set of right/wrong cards for each team. You may want to copy the “right” cards on green card and the “wrong” cards on red card.
4. Prepare a copy of Worksheet 1 and the answer key (given below) for yourself.

Procedure 1 – teams (large class)

1. Pre-teach ‘place a bet’. Divide the class into teams. Explain that you are going to play a game called Grammar Casino. You may want to ask a volunteer to help you host the game and keep a track of the betting.
2. Distribute a set of right/wrong cards and a set of chips to each team. Prepare the board with a column for each team so that you can keep track of the betting.

Grammar Casino: Rules of the game

- In this game students will be betting on their grammar knowledge.
- They will start the game with 20 chips (each chip is worth ten points).
- They will be given a worksheet with ten sentences. For each sentence each team must decide if the grammar is right or wrong. Advise students to keep their discussion private so that other groups can't listen in.
- When they have decided if the sentence is right or wrong they must then decide how many chips to place on their decision (maximum of 5).
- Once all the bets have been taken ask your students to raise one of the right/wrong cards on the count of three. If they think the sentence is correct, raise the ‘right’ card, if they think the sentence is incorrect, raise the ‘wrong’ card.
- If they raise the correct card their chips will be doubled.
- If they raise the incorrect card they will lose the chips they bet on that sentence.

3. Explain the rules of the game to the students:
4. Distribute the worksheet (grammar rights and wrongs) and allow the teams time to read through the sentences and decide if they are right or wrong.
5. Start the game by asking students to bet on the first sentence. Once you have collected in all the bets, ask them to show their cards. Collect the chips from the losers, pay off the winners and continue with the game.

Variation

Instead of dictating the sentences one by one, distribute copies of the sentences to each student. Allow the students time to read through the sentences and identify and correct the ones that contain mistakes. Divide the class into groups. They compare their answers before playing the game.

Procedure 2 – individuals or pairs (small class)

1. Distribute a set of right/wrong cards and a set of chips to each student or pair of students. Prepare the board with a column for each student/pair so that you can keep track of the betting.
2. Dictate this example sentence and ask the students to write down what they hear: *Paintballing became very popular as a team-building activity over the last few years.*
3. When students have stopped writing, write the sentence on the board and ask students to check it against their version. Explain that the students must decide if the example sentence is right or wrong, grammatically. Explain that you are not collecting bets this time.
4. On the count of three, ask all the students to show their right/wrong cards. In this particular example, the sentence is wrong (*Paintballing has become very popular as a team building activity over the last few years*). When this happens, (numbers 1, 4, 6, 7, and 10) give the students 60 seconds to write a correct version of the incorrect sentence. Ask one volunteer to come to the board to correct the sentence and explain why it is wrong.
5. Check each student’s corrected sentence and explain that all the teams who had successfully corrected the sentence win a bonus of 10 points.
6. Start the game proper and follow the procedure above, dictating each sentence to the class before taking bets.

Optional final activity

Clean all the sentences from the board and ask each team to write down as many of the right sentences as they can remember, without referring to their notes.

Grammar rights and wrongs	Worksheet 1 answer key
1. WRONG Like any other wild animal, dolphins <u>attack/will attack</u> to protect their territory or their young.	
2. RIGHT	
3. RIGHT	
4. WRONG My aunt Hilda used to <u>dress</u> her pet Chihuahua in doll’s clothes.	
5. RIGHT	
6. WRONG I’ve got a yellow scarf <u>which</u> always brings me luck in exams and interviews	
7. WRONG People <u>suffering</u> from Imagined Ugly Syndrome are often very attractive	
8. RIGHT	
9. RIGHT	
10. WRONG Joanna Smith has <u>eaten</u> 36 hotdogs in the last hour.	