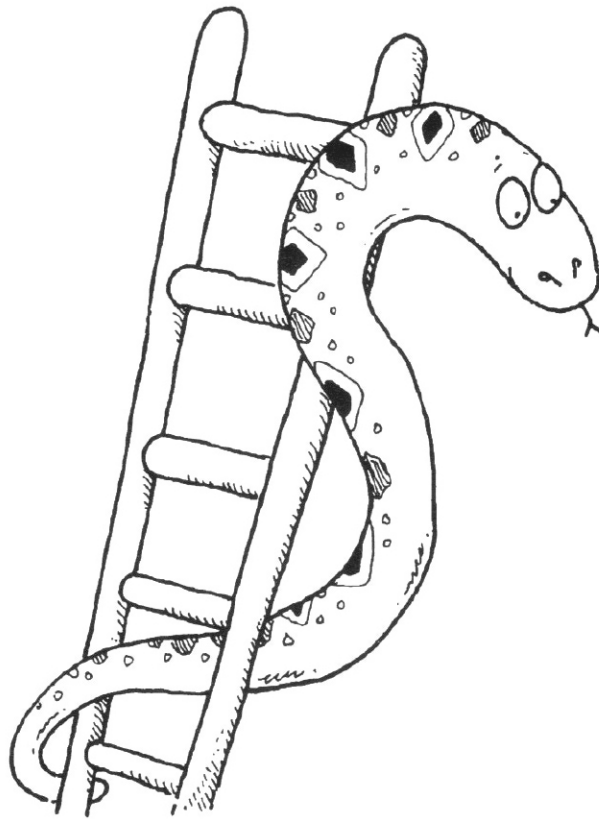




Groovy Grammar Games

by Susan Thomas with Hannelore Nunn



German

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1 Introduction

The enjoyable board, card, dice and spinner games in this resource pack have been adapted to make the teaching and learning of grammar fun and accessible.

Why Grammar?

Communicative approaches to language learning moved away from the overt teaching of grammar. This was a reaction to the traditional overuse of grammar teaching which taught about language but did not encourage learners to speak with fluency. Although this movement was well justified, the pendulum may have swung too far.

Everyone can communicate at a basic level without an understanding of grammar; however, in order to be independent and to be able to perceive patterns to generate new utterances, learners need an awareness of grammar and how to manipulate it.

Why Games?

- Enjoyable - games provide a relaxed context for language learning.
- Motivating - they concentrate the mind for a specific short term goal.
- Non threatening - winning or losing can depend on the random throw of a dice.
- Activity based and tactile - learners become less self conscious when physically involved and when their primary focus is on the aims of the game.

Why Grammar Games ?

- Many learners are motivated by the puzzle and problem solving element in grammar games.
- Learners think consciously about what is correct or incorrect.
- Games provide repeated opportunities to recognise and practise grammatical patterns in varied and stimulating contexts.
- Grammar games are usually competitive, but the randomness of winning or losing makes them less stressful than a formal exercise based solely on grammatical knowledge.

Which Target Groups ?

- The games are designed for Post Beginners to Upper Intermediate learners from Age 9 - Adult.
- Many of the resources can be adapted for use at a number of levels depending on the group.

When and Where?

- They are designed to be used for practice,

assessment, diagnosis and revision. The picture boards can also be used for presentation.

- The Grammar Games can be incorporated into any course within any institution.

How to Make

- Photocopy onto coloured card. Or for more durability, photocopy onto paper and stick onto thick card, covering with plastic.
- Enlarge from A4 to A3 if wished.
- To make longer games, it is possible to combine two different boards, e.g. from Sections 11A -11E, or to photocopy one twice, renumbering accordingly.
- Blank boards and cards are provided so that teachers or learners can adapt the games and make up new ones. For example, teachers can help learners to build up their own Blockbusters boards. The class suggests the verbs and tenses, writing them on the board with the matching pronouns which are later deleted.
- Learners can make their own self-check sheets as a consolidation exercise.

How to Use

- Demonstrate the games on the board with a projector using the Target Language where appropriate.
- For some of the picture boards, you may wish to revise the vocabulary beforehand.
- Where the teacher perceives the need for the learners to have additional practice of a grammar point, there are opportunities for recycling, for example: In Section 4 (Blockbusters), there are 20+ examples of the same framework with different content allowing the learners to play the same game using different verbs. Or in Section 5 (Snakes and Ladders), the same content can be practised with different frameworks allowing the learners to practise the same verbs within a different game.
- Each set of resources has accompanying sheets of Games Instructions and other notes.
- As with all our resources the Games Instructions are in English, but they can be simplified and translated into the Target Language where appropriate.
- The Games Instructions can be photocopied and given to the learners.

Note: We have not repeated the key element of Snakes and Ladders Games, for example:

If you land on a Ladder you go up it, if you land on a Snake, you go down it as this concept is so familiar.

However we have repeated the instruction:

If you ought to go up a Ladder or down a Snake, but there is someone there already, you need not move as

the Snakes are strategically placed to slow the game in a particular way and it is only by following the above rule that players can eventually win.

How to Suit to Level

- The games included are models - they are intended as examples which can be easily adapted to suit individual needs. Blank masters are included for this purpose.
- It is possible to vary the games to suit a wide range of levels. For example, see the 20+ variants in Section 4 (Blockbusters) or the games in Section 16 (Word Order Scrabble) which can be adapted for use with Post Beginners and also Advanced Level students.
- Counters are supplied for the board games. Some learners may prefer to mark the squares with a pencil, or colour them in as the game progresses.
- Rules can be negotiated - such as if the players say something which is not in the Target Language, then they go back to the beginning.

Assessment

This can take place:

- during a teacher controlled game on the OHP.
- in groups - with the teacher, Foreign Language Assistant, or more advanced learner present.
- in groups - with self-check sheets provided. Give one player the role of checker and rotate this role each game. Examples of self-check sheets are 4B, 5C, 6C,

10C and 11A (iii).

- Learners can make their own self-check sheets as an assessed exercise.
- In some instances, such as the picture board games which can prompt more communicative activities, it will not be appropriate or possible to provide a self-check sheet. In this case, group decisions will be made by the learners, referring to the teacher during or at the end of the game.
- Class feedback provides the teacher with genuine information for future reteaching or extending language work.

Link to other Linguascope Resources

Suggestions for incorporating other Linguascope resources are highlighted in the notes as *Mix and Match.

The Reform of the German Language

A very small number of items found in this resource pack have been changed to follow these new rules.

Example 1:

The “ß” is now used only after long vowels. So, “muß” becomes “muss”, “Fluß” becomes “Fluss”, but words like “Maß” and “Floß” do not change.

Example 2:

Now “heute abend” and “heute nacht” become “heute Abend” and “heute Nacht”.

2 Monsters

For many of the games, it can be fun to place motifs on the cards or boards which indicate Good or Bad Luck. Some monster pictures are included for this purpose. For example you can use a Gnome to indicate a Free Throw of the Dice, or a Match Anything You Like Card. Conversely a Monster picture might mean Miss a Turn or No Match Possible. You can use any other amusing pictures that you may have, or learners can devise their own motifs.

We have included 3 examples of this in the games, in 4B (Blockbusters), in 18B (Rummy) and in 19A and 19B (Preposition Dominoes).



3 Spinners

These prompts can be used to practise a range of grammar points. They are designed to be used in conjunction with one of the other resources in the pack (see the notes in the separate Sections e.g. 6 or 8) but they can also be used on their own.

Instructions for making the Spinners

Photocopy the spinner onto thin card, or photocopy onto paper and glue this onto thicker card. Make a hole in the middle, and push through a section of a thickish drinking straw, a long matchstick, or a toothpick. Secure with rubber bands or blutak around the straw on both sides of the spinner.

Ways of using the Spinners

The learner:

- places the spinner on one of its sides - this prompts repeated practice of the same grammar point.
- selects a prompt from any of the spinner's sides - this gives an element of choice.
- spins the spinner and works with whichever side falls to rest on the table - this creates a random games element.

Card Alternative to Spinners




The teacher writes the prompts on cards. This allows for a greater number or range of prompts in the same game and provides space for longer phrases than possible on a spinner.

For example, with Spinner 3C - Adverbs of Time you can include longer phrases such as "letzte Woche", or "vor zehn Jahren" which can prompt more creative language.

See Spinners 3D in card format on Sheet 3R as a example. Then choose one of the following:

- Select one card for repeated practice of the same grammar point.
- Place the cards in a pile face down for players to pick up in turn.
- 'Pick a card' - one player fans the cards out for another to choose.

The Spinners

- 3A.** ich, du, er, sie, es, man, wir, ihr, Sie
Variation: use Pronoun Dice (Talking Dice range)
- 3B.** picture pronouns
Use for: er, sie
- 3C.** gestern, heute, morgen x2
Variation: add other adverbs of time
- 3D.** past, present, future, negative, interrogative, imperative
-  present tense (modern man)
 -  future tense (astronaut)
 -  past tense (ancient roman)
 - X** negative
 - ?** question
 - !** command
- (see also cards on Sheet 3R)
- 3E.** nicht, nie x3
- 3F.** 1/60 - (einmal pro Minute, einma/ pro Stunde, jede Minute)
1/24 - (einmal pro Tag)
1/7 - (einmal pro Woche)
1/31 - (einmal pro Monat)
1/365 - (einmal pro Jahr)
- 3G.** 3/60 - (dreimal pro Stunde etc)
3/24, 3/7, 3/31, 3/365
These prompts are examples only - many variations are possible
- 3H.** morgens, nachmittags, abends, nachts, samstags, sonntags
- 3I.** der, die, das, ein, eine, ein (Nom)
- 3J.** den, die, das, einen, eine, ein (Acc)
- 3K.** dieser, diese, dieses x 2 (Nom)
- 3L.** diesen, diese, dieses x 2 (Acc)
- 3M.** mein, meine, mein, dein, deine, dein (Nom)
- 3N.** meinen, meine, mein, deinen, deine, dein (Acc)
- 3O.** mein_, dein_, sein_, ihr_, uns(e)r_, eu(e)r_ (Blank endings)
- 3P.** welcher? welche? welches? welchen? welche? welches? (Nom/Acc)
- 3Q.** Blank Spinners. These can be used to adapt the examples given above, or to create your own spinners.
- 3R.** Example of card alternative to Spinner 3D.

Ideas for using the Spinners on their own:**• Game 1**

To match demonstrative adjectives to nouns (Nom)
2 - 4 players. Spinner 3K

Place the spinner on one of its sides, e.g. "dieser". In turn you look at the things around you in the room and find an object to match it, e.g. "dieser - Tisch". If you cannot think of an item, you drop out. The last player in wins.

Variation: Adapt this activity to the other spinners, e.g. meiner Tisch, welcher Tisch?

• Game 2

To match demonstrative adjectives to nouns (Acc)
2 - 4 players. Spinner 3L

Variation of "I Went to Market and Bought...". You spin the spinner. In turn you add to the shopping list real or imagined items of clothing, e.g. "diese Schuhe, diesen Rock".

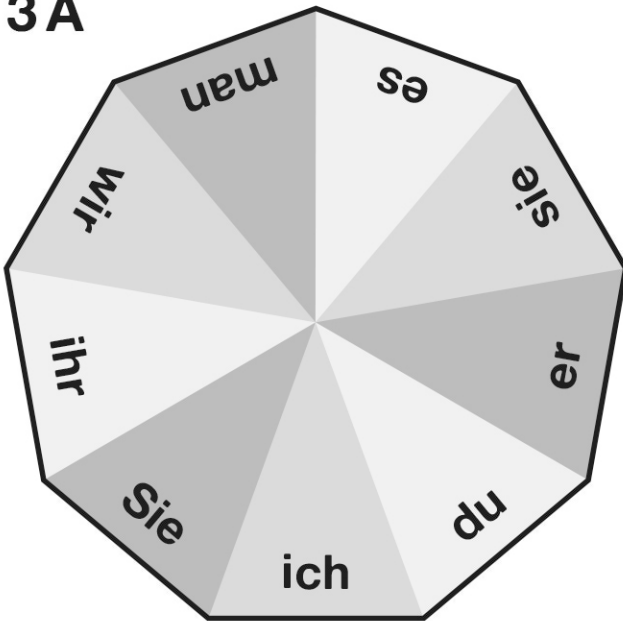
• Game 3

To produce tenses to match adverbs of time
2 - 4 players. Spinner 3C

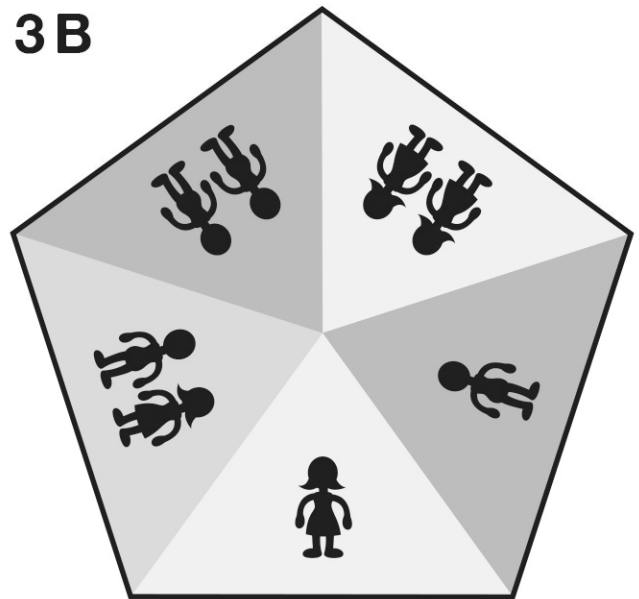
Decide on a topic, e.g. school, work or leisure. Spin the spinner and make a sentence in the correct tense, e.g. "Gestern... habe ich Tennis gespielt", "Morgen... werde ich Tennis spielen."

* **Mix and Match** - The Spinner Prompts can be replaced by dice from the Talking Dice range (Pronouns, Question Words, Tenses, Negative Words).

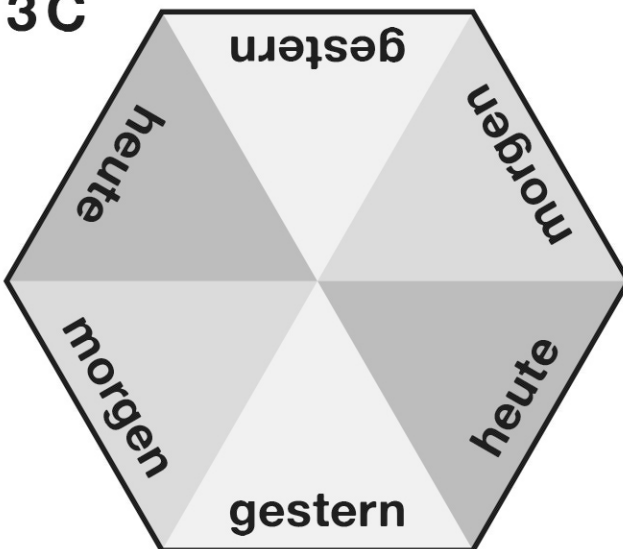
3A



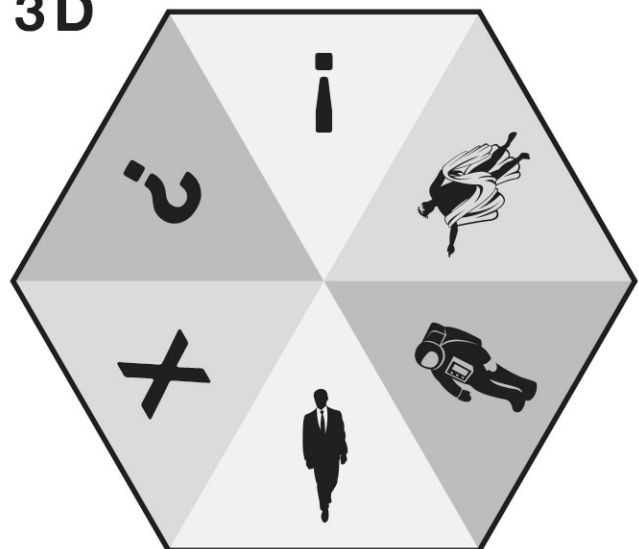
3B



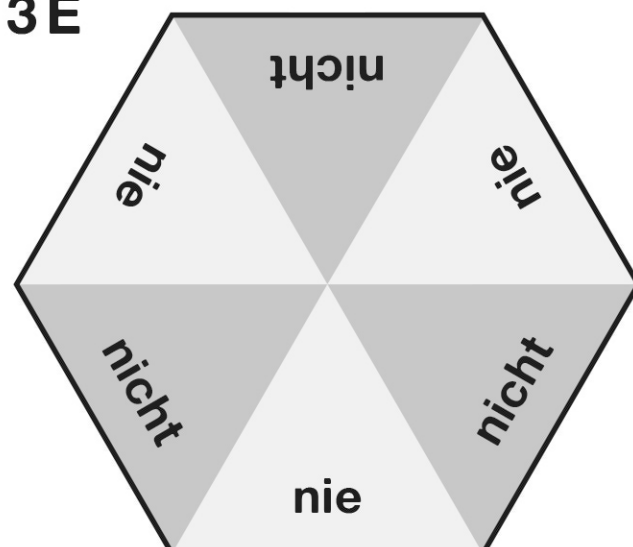
3C



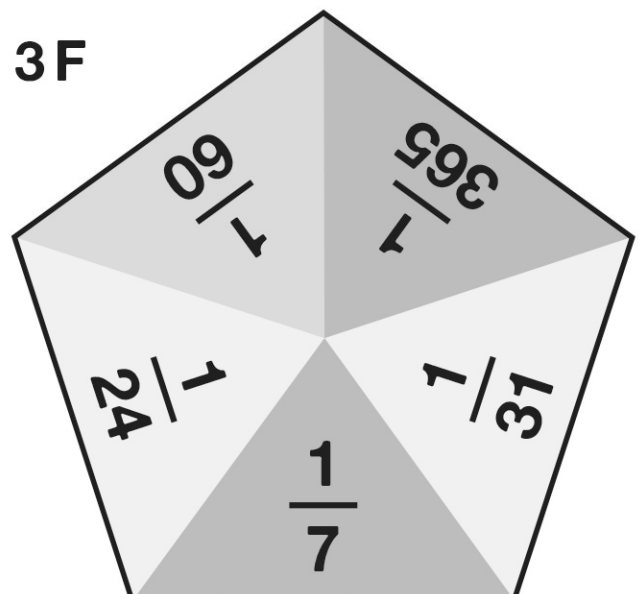
3D



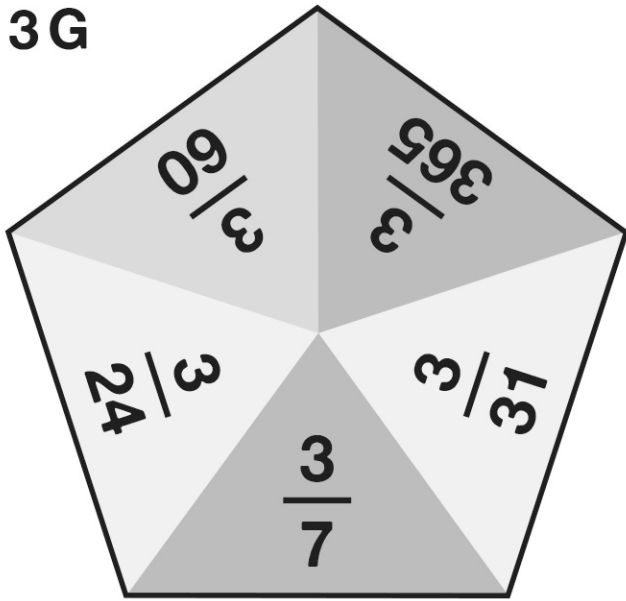
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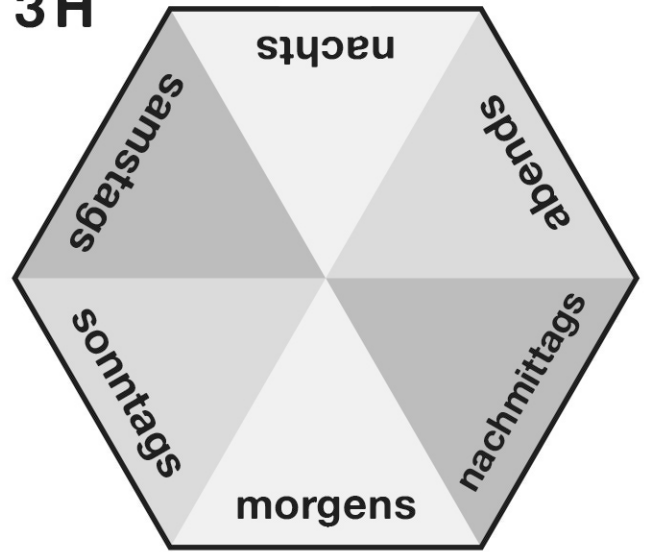
3F



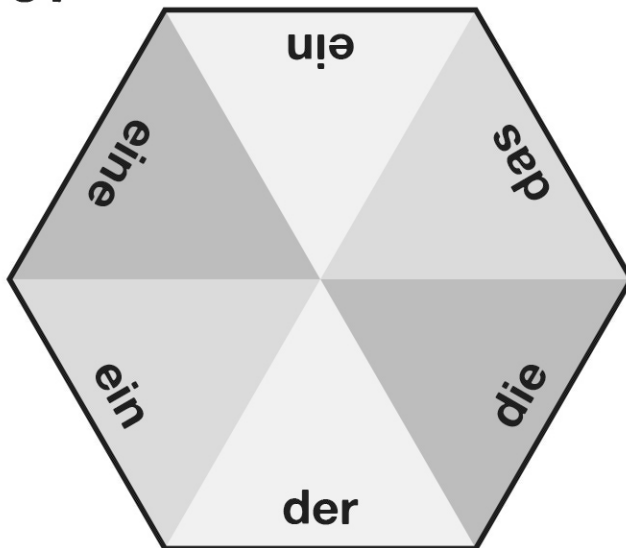
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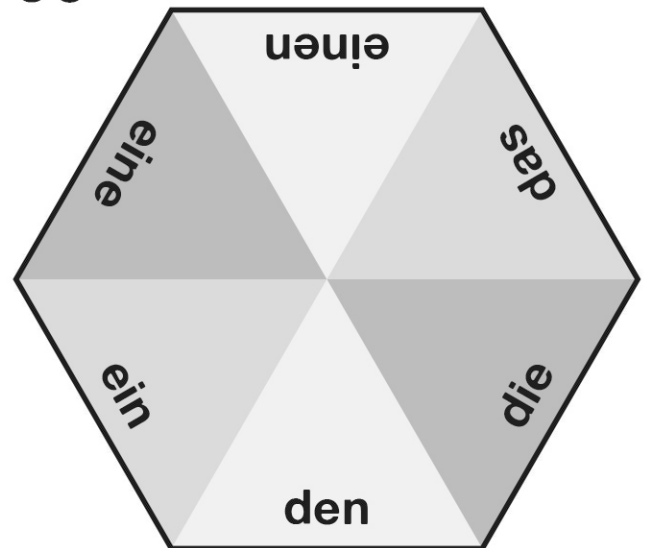
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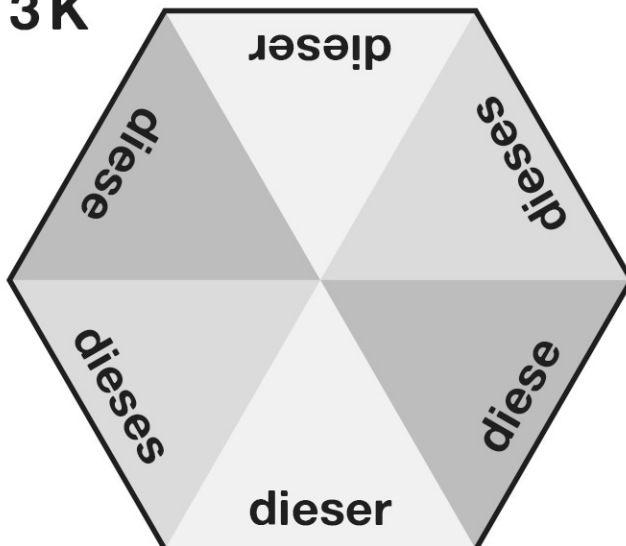
3I



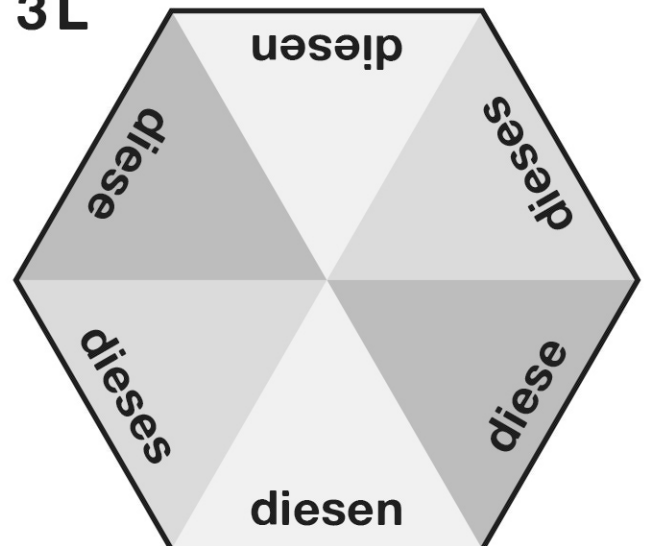
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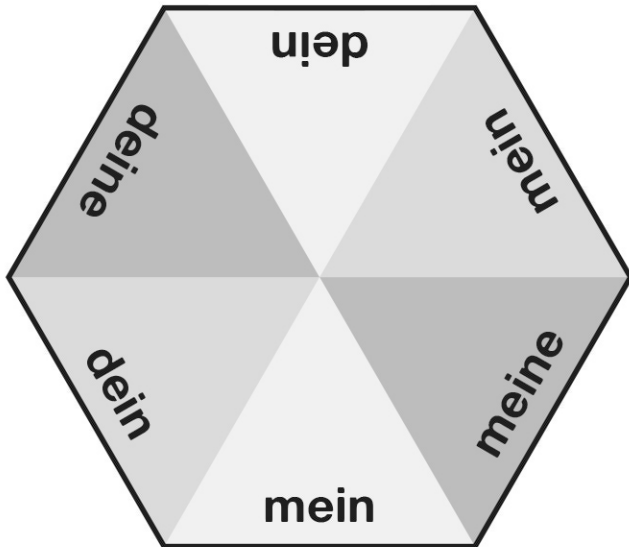
3K



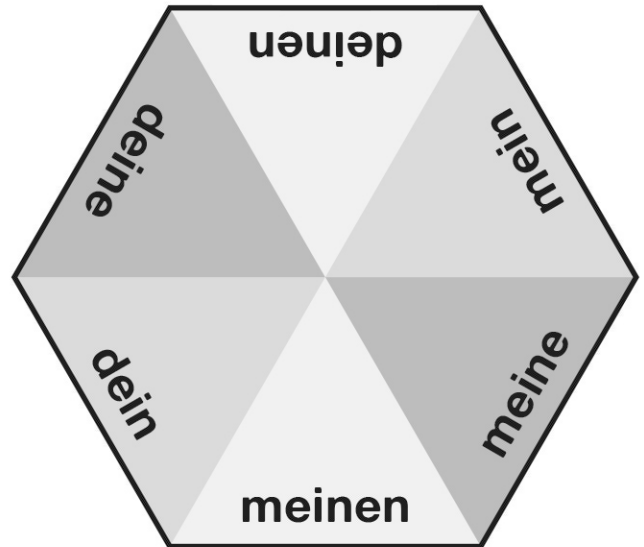
3L



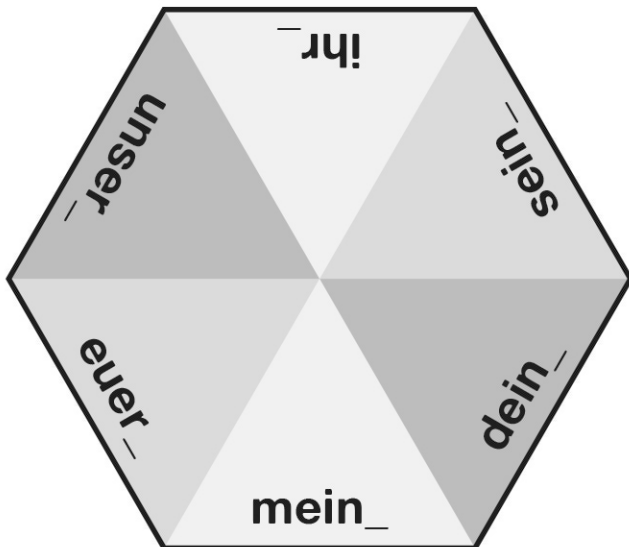
3M



3N



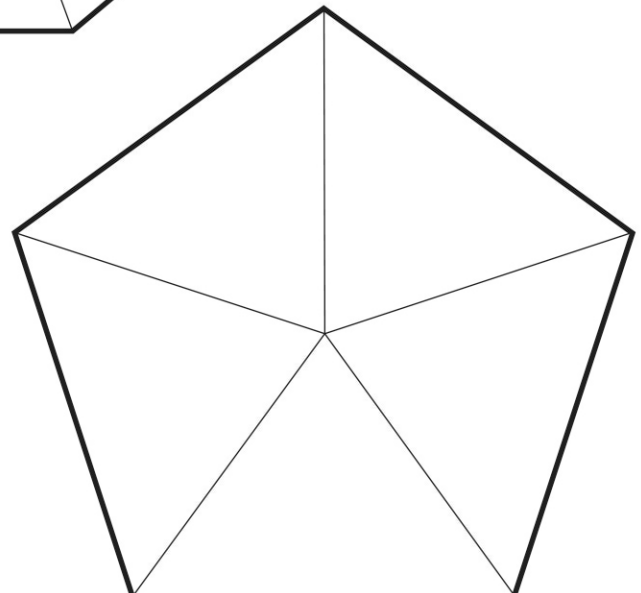
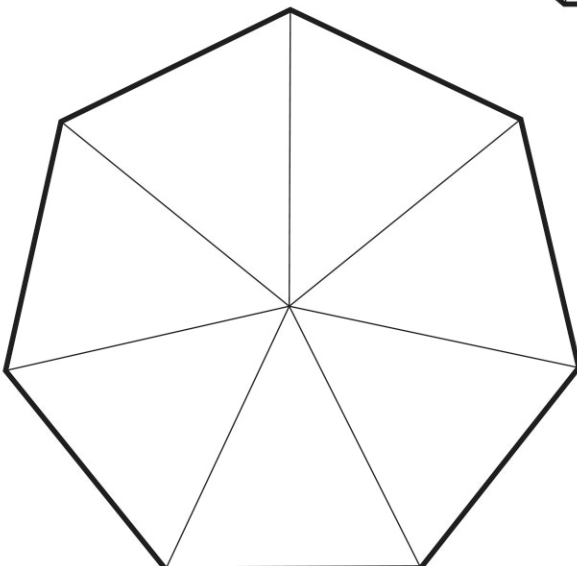
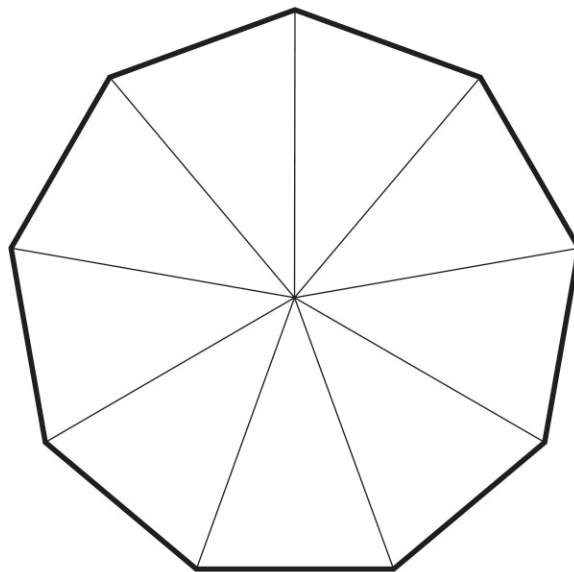
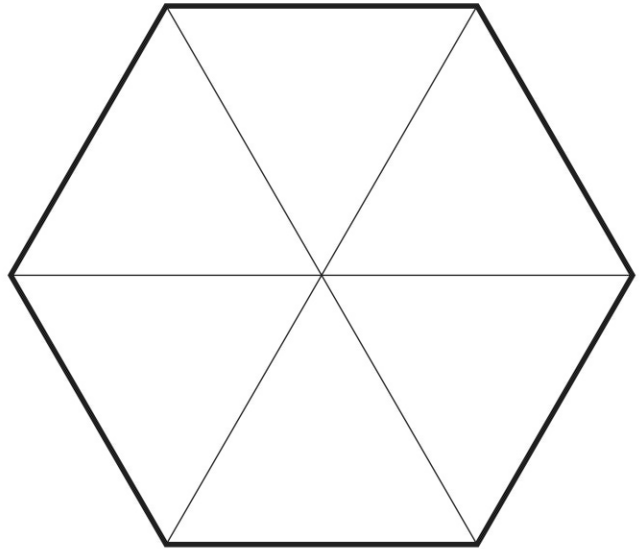
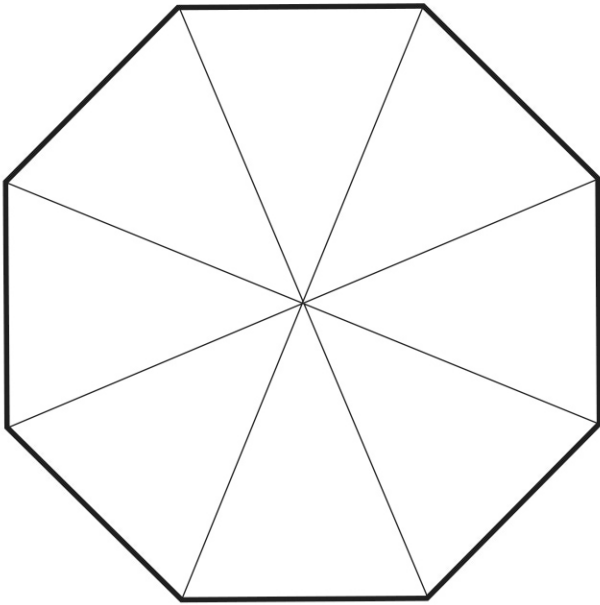
3O

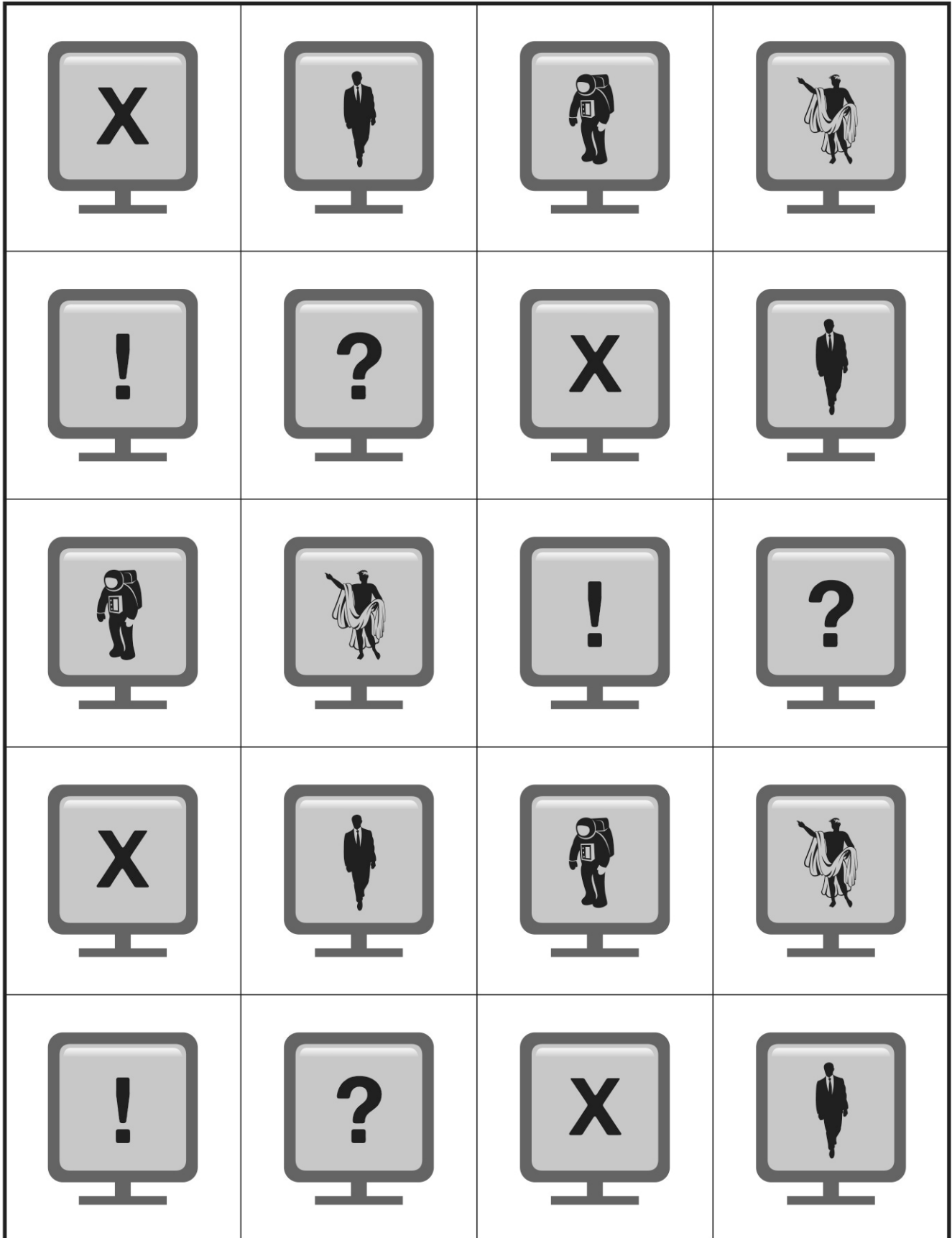


3P



3R



3 L Spinner 3D in Card Format

4 Verb Endings Blockbusters

To practise recognition of verb endings, and to check learners' understanding of their formation

2 - 4 players
Blockbusters Board
Pronoun Dice or Pronoun Spinner 3A
Counters

1. Place your counters at the edge of the board, with Players 1 & 3 at side A and Players 2 & 4 at side B.
2. You (Player 1) throw the dice or spin the spinner. Find a verb on the first row of the board whose ending matches the pronoun shown, e.g. wir - gehen.
3. Read out the sentence created, and place a counter on the square.
4. Then Player 2 does the same, working from side B, followed by Player 3 from side A and Player 4 from side B.
5. Then you (Player 1) throw the dice or spin the spinner again and try to find a match in an adjacent square in the next row.
6. If you cannot find a square to move to you stay where you are. If you get it wrong, you move back a row. The aim is to be the first player or pair of players to get your counter(s) to the other side.

Variations: There are many variations possible and you can negotiate your own rules. For example:

- If the only square that you can move to takes you back, then you must go back.
- You leave a counter on every square that you land on, thereby creating a path that other players may not cross.
- You colour in or mark the squares that you land on.
- You work from any of the 4 sides, A, B, C or D.

Teachers' Note:

Additional suggestions for tasks: Learners can:

- explain any irregular forms in first or target language.
- name the tenses in Mixed Tense Blockbuster 4Q.
- translate the sentence.
- build up their own boards on the OHP by throwing the dice and producing verbs and tenses to match. See Blank 4T.
- create their own boards selecting verbs to suit a theme, e.g. shopping. See examples 4R and 4S. Learners can make a longer sentence using picture cards of suitable items.
E.g. Leisure - "Wir lesen die Zeitung. Er spielt Tennis."
E.g. Shopping. Use in conjunction with cards of Items turned over at random. You are allowed to progress only if the combination makes sense, e.g. "Ich probiere den Rock an". If you get e.g. "Ich probiere das Computerspiel an", you stay where you are. Cards must contain items you can't buy or pay for.
- use Board 4F in conjunction with the verb pictures in Sections 7, 8 and 9.
E.g. "Ich muss essen. Er kann schwimmen."
- create their own self check sheets, writing in the correct pronoun in the squares.

A range of verbs and tenses is included in the examples. These can easily be adapted using the blank board.

Blockbusters Boards

Present tense

- 4A. regular: gehen, lernen, wohnen, kommen, trinken, kaufen
- 4B. regular with Monster
- 4C. irregular A: sehen, haben, antworten, sprechen, sein, geben
- 4D. irregular B: müssen, laufen, fahren, wissen, können, wollen
- 4E. irregular C: tun, nehmen, dürfen, sollen, werden, mögen
- 4F. modal: dürfen, müssen, können, sollen, mögen, wollen
- 4G. inseparable: bekommen, erfahren, gefallen, besuchen, verstehen, erzählen
- 4H. separable: abfahren, ankommen, anrufen, ausgeben, aussteigen, zuhören
- 4I. reflexives: sich setzen, sich waschen, sich anziehen, sich freuen, sich interessieren, sich sonnen

Past Tense

- 4J. regular: lernen, sagen, öffnen, wohnen, warten, machen
- 4K. irregular: kommen, gehen, beginnen, stehen, geben, sein

Perfect Tense

- 4L. regular: lernen, machen, fragen, haben, sagen, kaufen
- 4M. irregular: schlafen, essen, sehen, trinken, geben, lesen
- 4N. inseparable: vergessen, verstehen, verlieren, beginnen, entscheiden, verbieten
- 4O. separable: einkaufen, abholen, vorstellen, nachschauen, ausgraben, unterstellen
- 4P. with sein: kommen, gehen, fallen, fahren, geboren sein, fliegen

Other

- 4Q. Mixture of verbs and tenses
- 4R. Verbs on a Topic - Leisure: spielen, werfen, fernsehen, schwimmen, tanzen, lesen
- 4S. Verbs on a Topic - Shopping: kaufen, ausprobieren, umtauschen, aussuchen, bezahlen, einpacken
- 4T. Blank Board

4A

A 6x6 grid of hexagons containing German verb forms. The grid is labeled with A, B, C, and D at the corners. The verbs are:

geht	lernt	wohnt	kommen	trinkt	kaufen
gehen	lernt	wohnt	kommt	trinken	kauft
geht	lernst	wohnt	kommst	trinkt	kauft
gehen	lerne	wohnt	komme	trinken	kaufe
gehst	lernst	wohnst	kommt	trinkst	kauft
gehe	lernen	wohne	kommen	trinke	kaufen

4B

A 5x5 grid of hexagonal tiles containing German verb forms. The tiles are arranged in a honeycomb pattern. A cartoon character is in the center tile. The labels A, B, C, and D are placed around the grid.

	geht	geht	geht	geht
	gehen	lernen	lernen	lernen
	geht	lernt	lernt	lernt
A	gehen	lernst	lernst	lernst
	gehen	lerne	lerne	lerne
	gehst	lernst	lernst	lernst
	gehe	lernet	lernet	lernet
	lernen	wohne	wohne	wohne
		wohnt	wohnt	wohnt
		kommt	kommt	kommt
		kommen	kommen	kommen
		trinke	trinke	trinke
		trinkt	trinkt	trinkt
		kaufen	kaufen	kaufen
		kauft	kauft	kauft
		kaufst	kaufst	kaufst
		kauft	kauft	kauft
		kaufen	kaufen	kaufen

D

B

C

4C

The grid consists of 16 hexagonal tiles arranged in a 4x4 pattern. The tiles contain the following German verb forms:

sehe	haben	antworten	sprechen
siehst	habt	antwortest	sprecht
siehst	habe	antwortest	spreche
sehen	hast	antworten	sprichst
seht	hat	antwortet	spricht
sehen	haben	antworten	sprechen
sieht	haben	antwortet	sprechen
ist	geben	geben	geben

The grid is labeled with letters at the corners: **A** at the top-left, **B** at the top-right, **C** at the bottom-left, and **D** at the bottom-right.