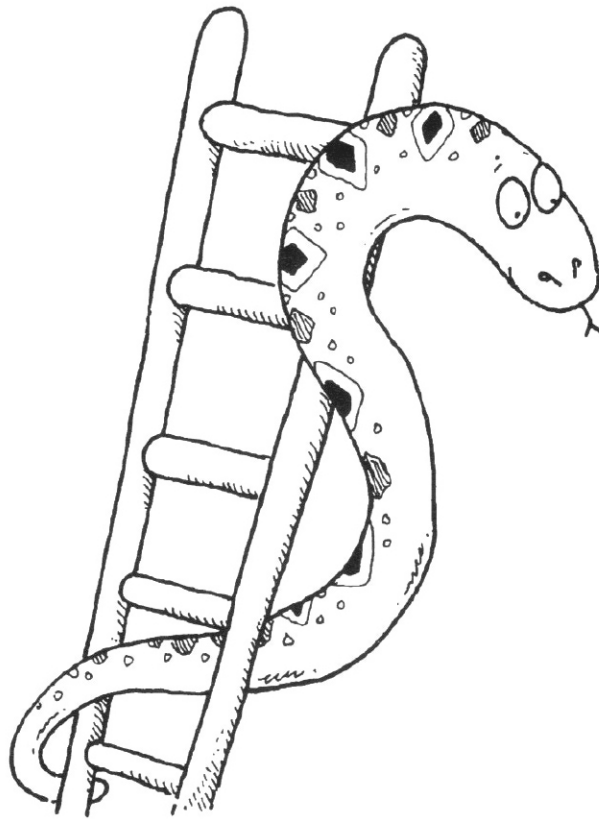




Groovy Grammar Games

by Susan Thomas with Elizabeth Evans and Frances Walsh



Spanish

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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.

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 2 examples of this in the games, one in 4Y (Blockbusters), and one in 17B (Rummy)



3 Spinners

These prompts can be used to practise a range of grammar points either on their own or in conjunction with one of the other resources in the pack.

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

- Place the spinner on one of its sides for repeated practice of the same grammar point.
- The learner selects a prompt from any of the spinner's sides - this gives an element of choice.
- Spin the spinner and work with whichever side falls to rest on the table - this creates a random games element.

Alternatives to Spinners

- Write 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 "la semana pasada", or "hace diez años" which can prompt more creative language.
- Place the cards in a pile face down for players to pick up.
- Or 'Pick a Card' - one player fans the cards out for another to choose.
- See Spinners 3D in card format on Sheet 3S as an example.

The Spinners

- 3A.** yo, tú, él, ella, nosotros(as), vosotros(as), ellos, ellas
Variation: use Pronoun Dice (Talking Dice range)
- 3B.** picture pronouns
use for él, ella, ellos, ellas
- 3C.** ayer, hoy, mañana
Variation: add three 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 3S)
- 3E.** no, nunca, ni... ni, nada, nadie, jamás
- 3F.** he, has ha, hemos, habéis, han
- 3G.** había, habías, había, habíamos, habíais, habían
- 3H.** 1/60 - (una vez al minuto/a la hora, una vez cada segundo/minuto/cada hora)
1/24 - (una vez al día)
1/7 - (una vez a la semana)
1/31 - (una vez al mes)
1/365 - (una vez al año)
- 3I.** 3/60 - (tres veces cada hora)
3/24, 3/7, 3/31, 3/365
These prompts are examples only - many variations are possible.
- 3J.** la mañana, la tarde, el día, la noche, el sábado, el domingo
- 3K.** todo, toda, todos, todas
- 3L.** el, la, los, las, un, una, unos, unas
- 3M.** este, esta, esto, estos, estas
- 3N.** esa, eso, ese, esos, esas
- 3O.** mi, mis, tu, tus, su, sus
- 3P.** nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras
- 3Q.** aquel, aquella, aquellos, aquellas
- 3R.** Blank Spinners. These can be used to adapt the examples given above, or to create your own spinners.
- 3S.** Example of Card Alternative to Spinner 3D.

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

To match demonstrative adjectives to nouns
2 - 4 players. Spinner 3M

Place the spinner on one of its sides, e.g. “esta”. In turn you look at the things around you in the room and find an object to match it, e.g. “esta pluma”. If you cannot add a new item, you drop out. The last player in wins.

Variation: Adapt this activity to the other spinners, e.g. su pluma.

• Game 2

To match demonstrative adjectives to nouns
2 - 4 players. Spinner 3M

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. “esta falda, estos pantalones”.

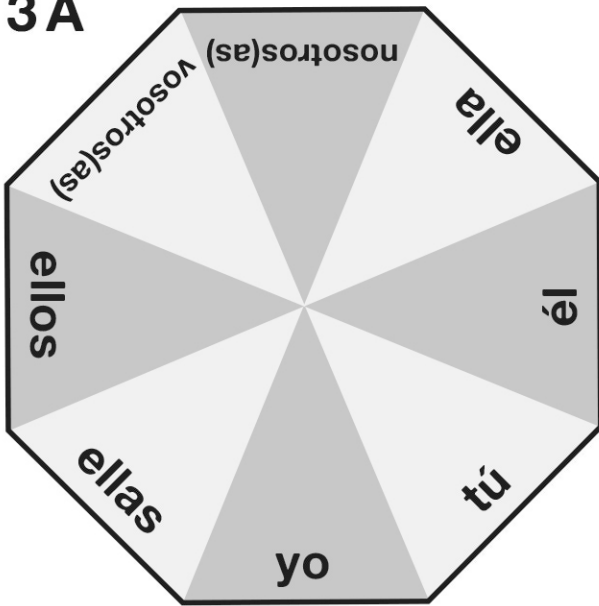
• Game 3

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

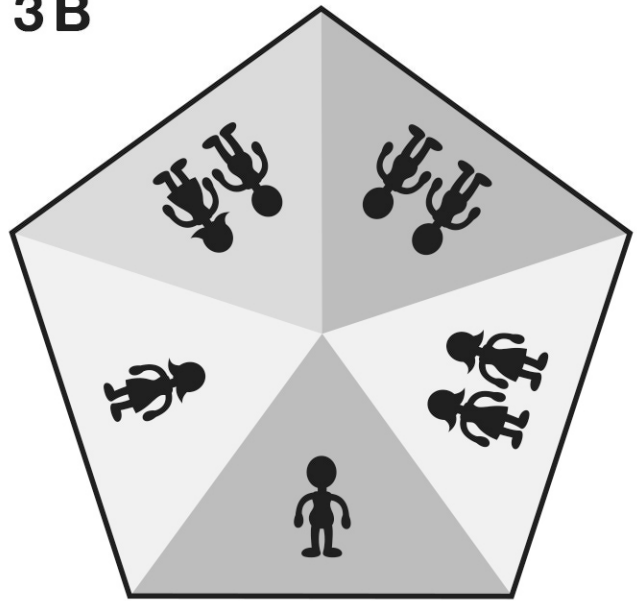
Decide on a topic, e.g. school, work or leisure. Spin the spinner and make a sentence in the correct tense, e.g. “ayer... comí un helado”, “mañana... voy a comer un plátano/comeré...”.

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

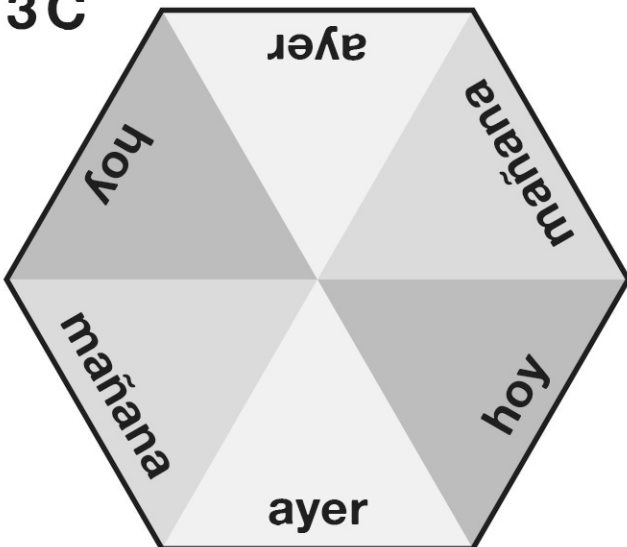
3A



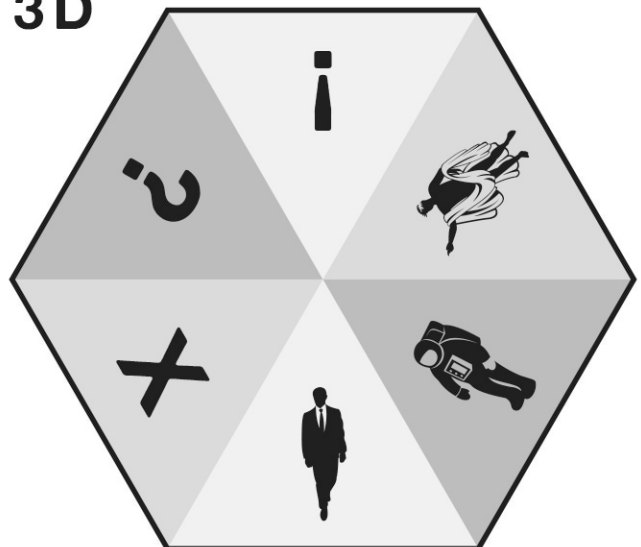
3B



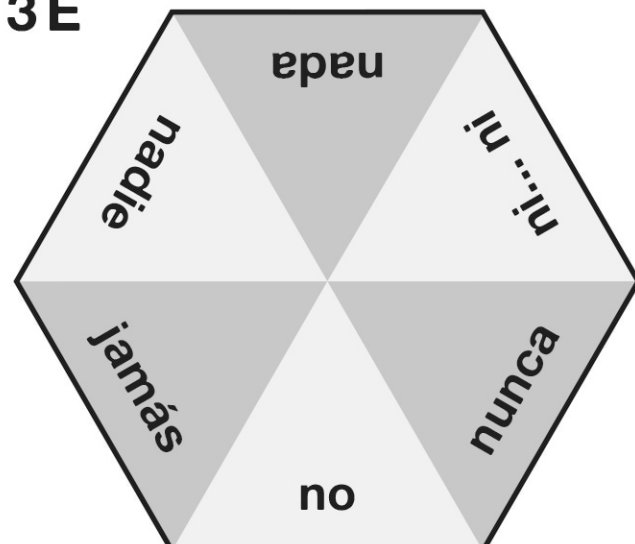
3C



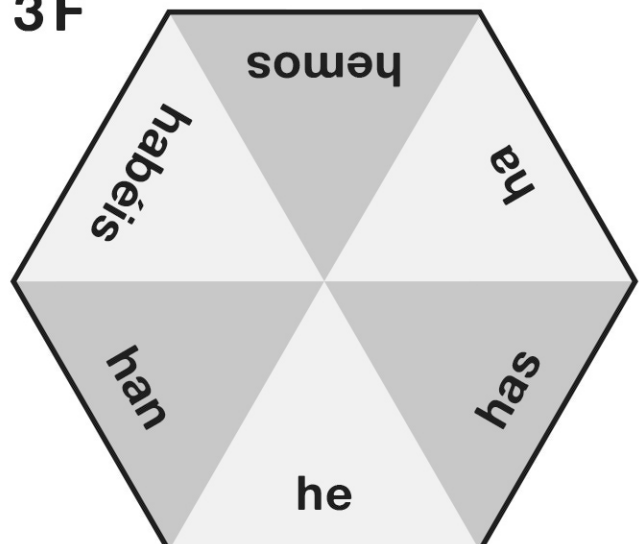
3D



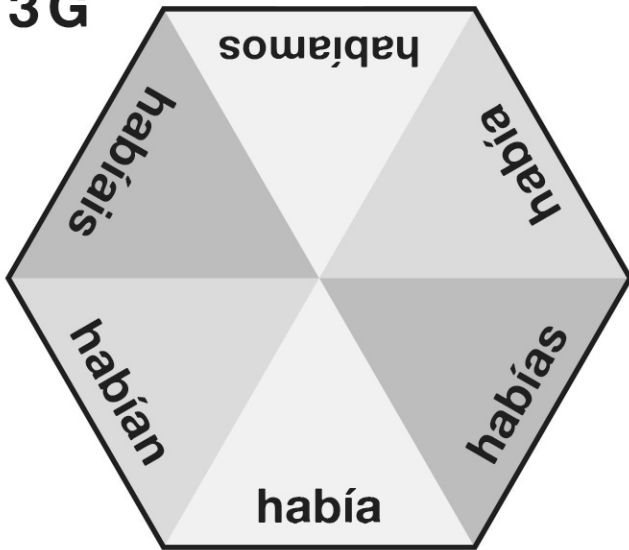
3E



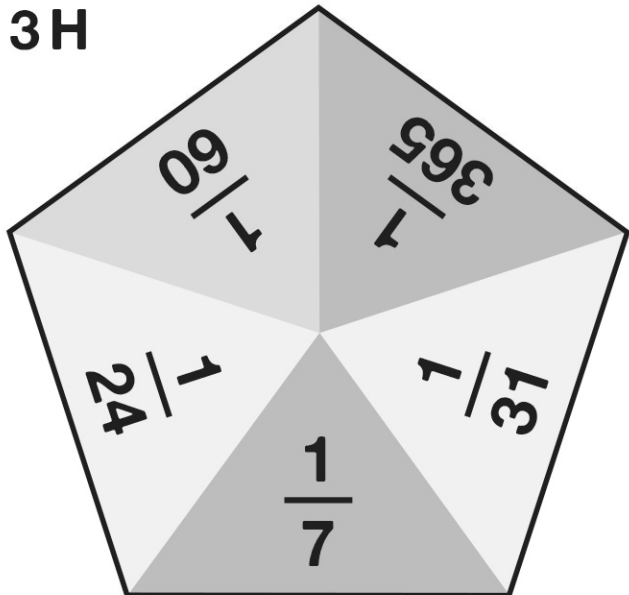
3F



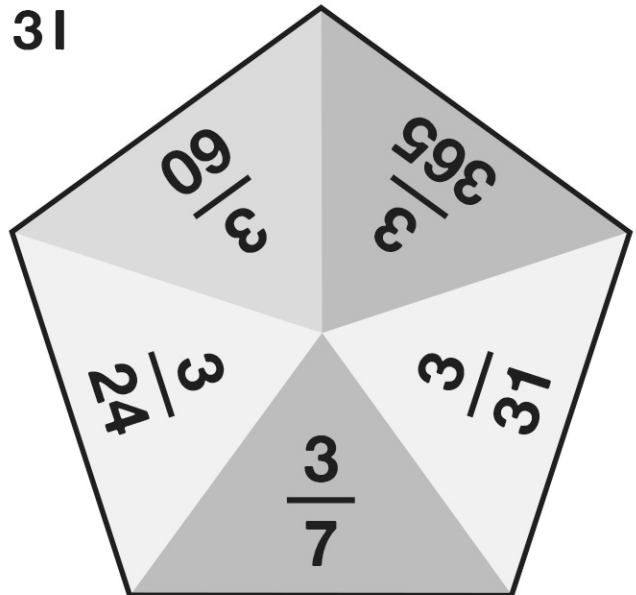
3G



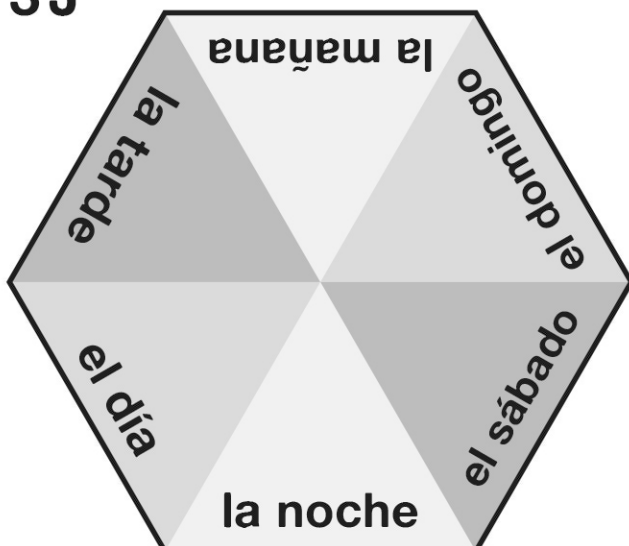
3H



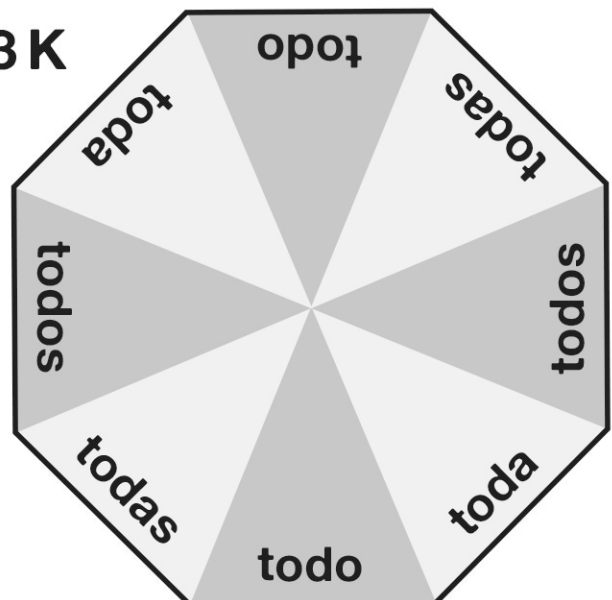
3I



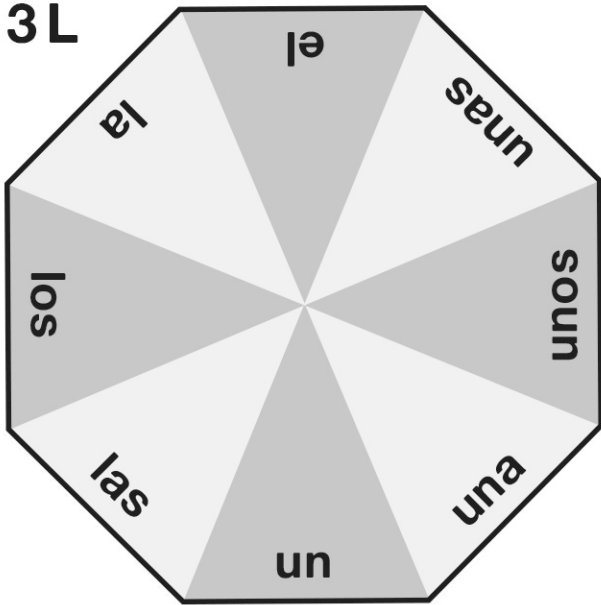
3J



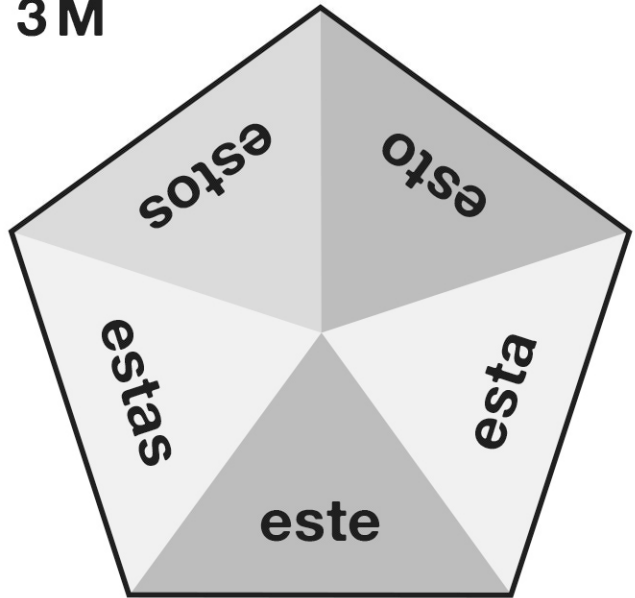
3K



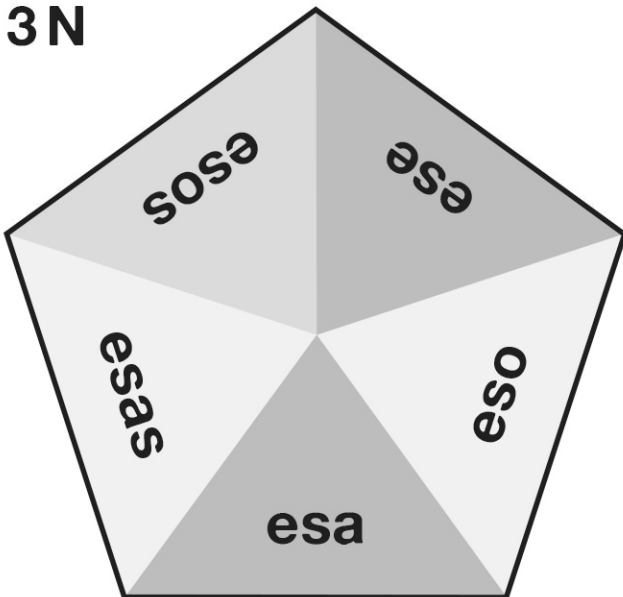
3 L



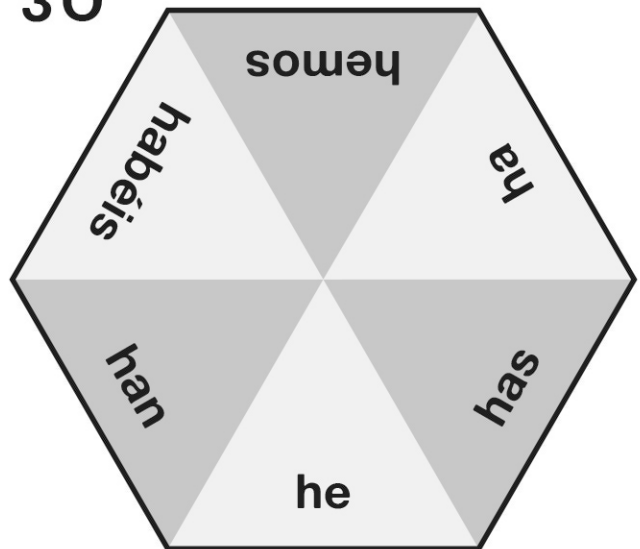
3 M



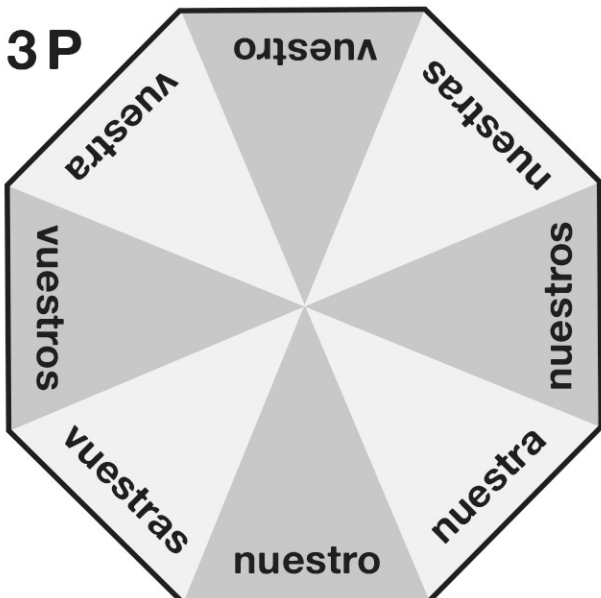
3 N



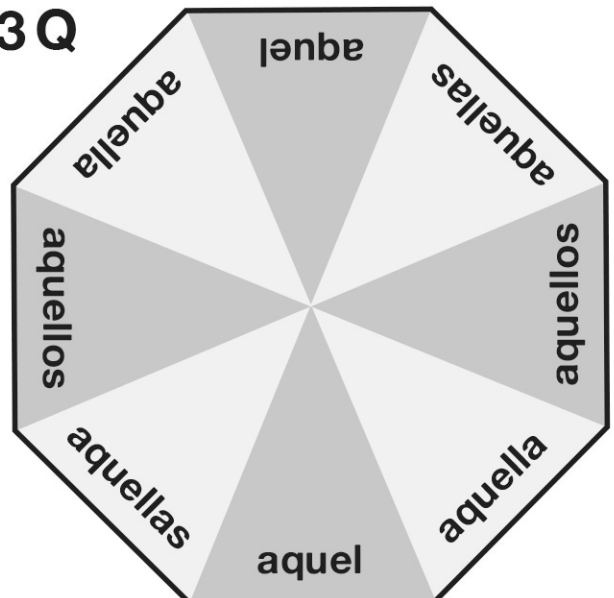
3 O



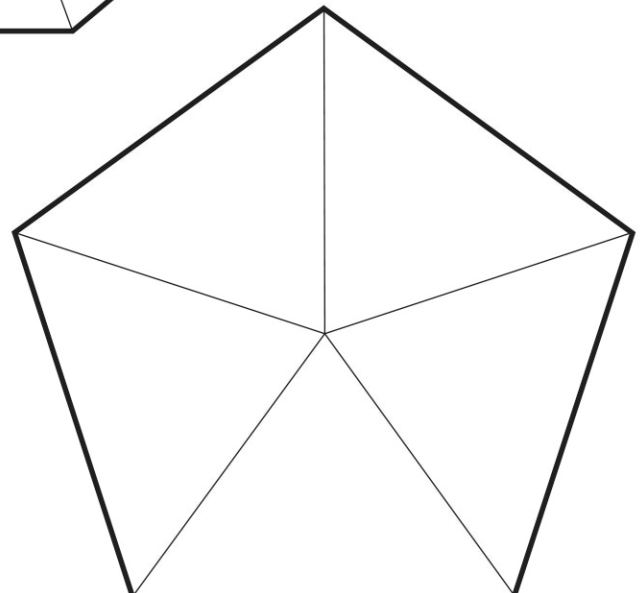
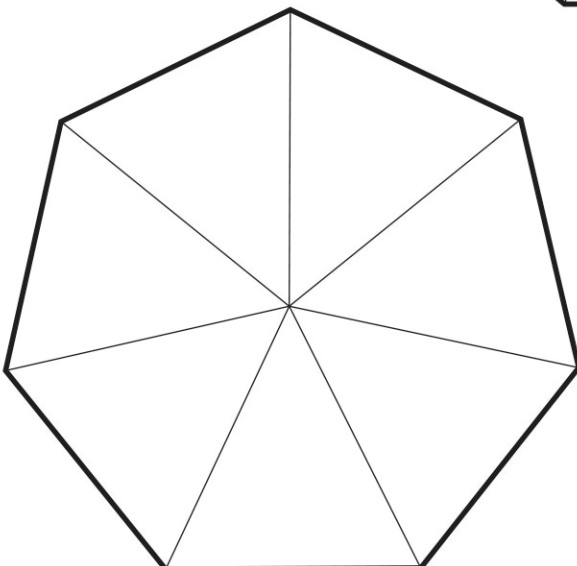
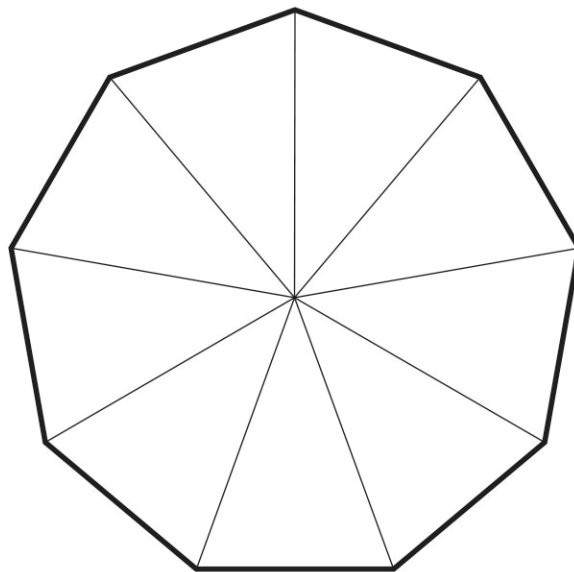
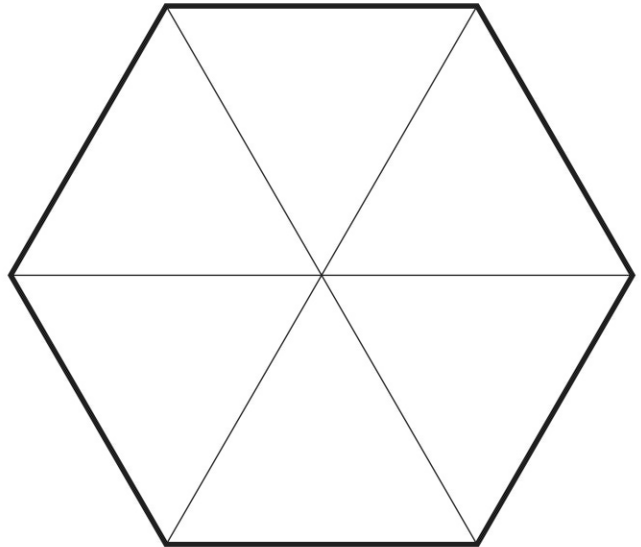
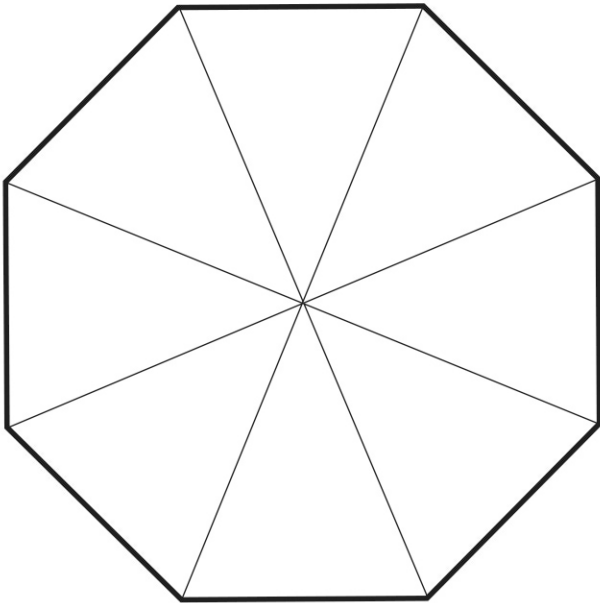
3 P

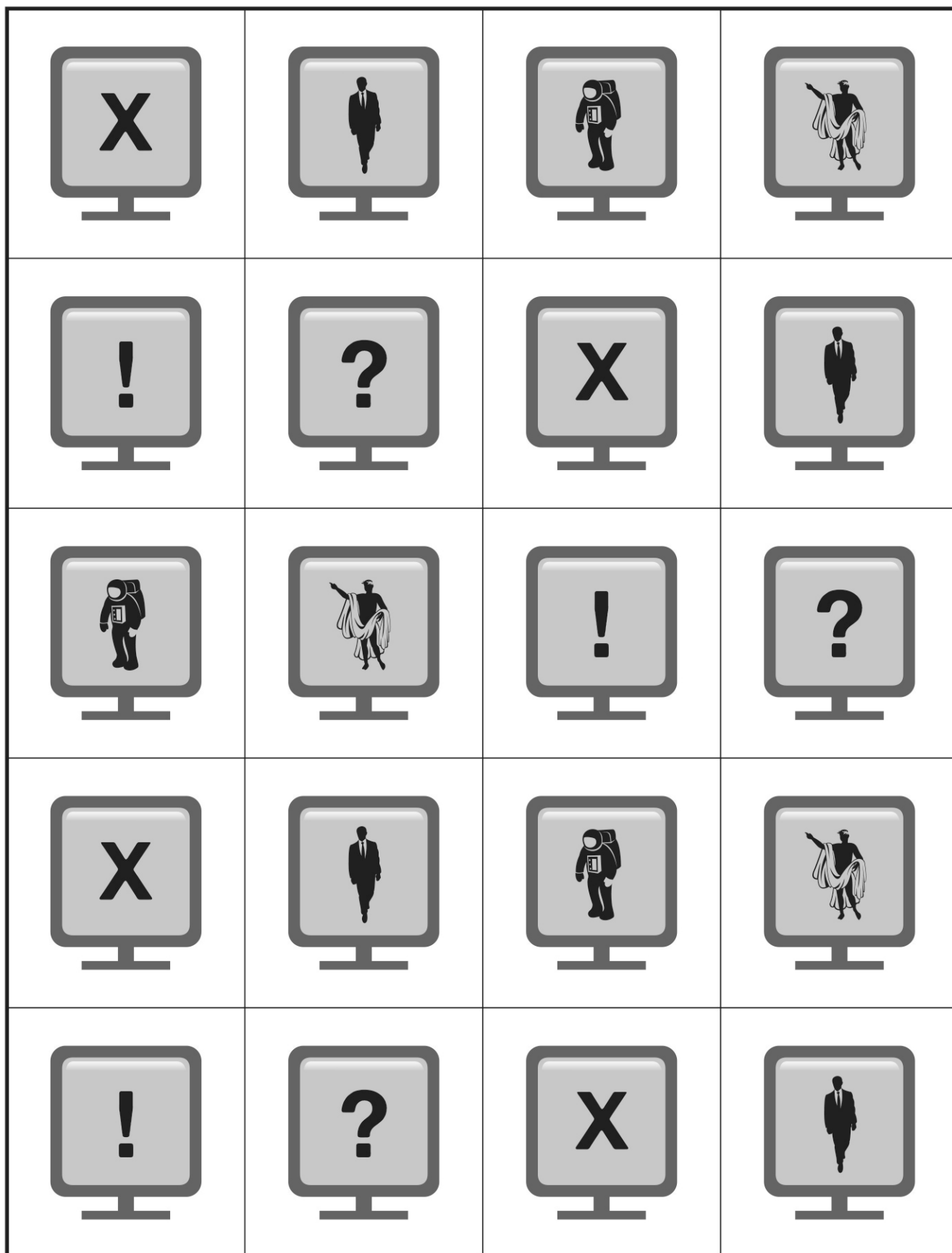


3 Q



3R



3 S Spinner 3D in Card Format

4 Verb Endings Blockbusters A - Z

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. yo - hablo.
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.
- translate the sentence.
- make a longer sentence using the pronoun and verb and give the meaning.
- name the tenses in Mixed Tense Blockbuster 4X.
- use an English pronoun spinner or dice as a prompt.
- make a board including verbs on a theme, e.g. shopping, or leisure.

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

Self-check sheets can be made for any of the games - see Blockbusters Board 4B as an example.

***Mix and Match** - Pronoun Dice can be obtained from Linguascope (Talking Dice range).

Blockbusters Boards**Present tense**

- 4A. -ar verbs: hablar, mirar, entrar, bailar, estudiar, andar
- 4B. -ar verbs self-check sheet
- 4C. -ar verbs - endings only
- 4D. -ir verbs: vivir, escribir, imprimir, decidir, batir, confundir
- 4E. -er verbs: comer, beber, comprender, leer, esconder, vender
- 4F. slightly irregular (1st person only): salir, hacer, poner, aparecer, caber, ver
- 4G. radical changing verbs (e > ie): preferir, perder, fregar, *tener, querer, *venir
- 4H. radical changing verbs (o > ue): dormir, jugar, poder, recordar, almorzar, contar
- 4I. radical changing verbs (e > ie): *decir, pedir, servir, elegir, teñir, *seguir
- 4J. reflexive verbs: lavarse, bañarse, ducharse, llamarse, quedarse, levantarse
- 4K. radical changing reflexive verbs: divertirse, vestirse, arrepentirse, despertarse, sentirse, acostarse
- 4L. irregular verbs: oler, dar, ser, ir, haber, estar

Preterite tense

- 4M. -ar verbs: mandar, comprar, cantar, entrar, lavar, hablar
- 4N. -er verbs: comer, beber, vender, aprender, correr, esconder
- 4O. -ir verbs: escribir, vivir, salir, decidir, hundir, confundir
- 4P. irregular verbs (1): querer, saber, dar, ver, tener, estar
- 4Q. irregular verbs (2): ir/ser, hacer, decir, poner, poder, traer

Imperfect tense

- 4R. -ar verbs: hablar, saludar, comprar, bailar, estudiar, entrar
- 4S. -er/ir verbs: venir, tener, comer, salir, escribir, beber
- 4T. irregular verbs: ser, ir, ver (x2)

Future tense

- 4U. -ar/er/ir verbs: vivir, hablar, bailar, comer, beber, escribir
- 4V. irregular verbs (1): tener, querer, salir, venir, hacer, poder
- 4W. irregular verbs (2): caber, decir, haber, poner, saber, valer

Other Boards

- 4X. Mixture of verbs and tenses
- 4Y. With example of monster
- 4Z. Blank board

* irregular in first person

4A

A 4x4 grid of hexagonal tiles containing Spanish verb forms. The grid is labeled with 'A' on the left, 'B' on the right, 'C' at the bottom, and 'D' at the top.

| | | | |
|----------|--------|----------|----------|
| habla | mira | entra | estudio |
| hablas | miráis | entramos | bailas |
| habláis | miran | entras | bailáis |
| hablan | miráis | entráis | bailan |
| hablamos | miro | entran | baila |
| hablo | miras | entran | bailo |
| miramos | entran | bailamos | estudias |
| miramos | entran | bailamos | estudias |
| miramos | entran | bailamos | estudias |
| miramos | entran | bailamos | estudias |

4B

The grid contains the following verb endings (subject and ending):

- Row 1: yo hablo, nosotros hablamos, ellos hablan, vosotros habláis, tú hablas, él habla
- Row 2: nosotras miramos, tú miras, yo miro, ellas miran, vosotros miráis, ella mira
- Row 3: ellos entran, yo entro, vosotros entráis, tú entras, nosotros entramos, él entra
- Row 4: nosotros bailamos, yo bailo, él baila, ellos bailan, vosotros bailáis, tú bailas
- Row 5: vosotros estudiáis, ellos estudian, él estudia, tú estudias, nosotros estudiamos, yo estudio
- Row 6: él anda, nosotros andamos, vosotros andáis, yo ando, tú andas, ellos andan

Labels: A is at the top left of the first column. B is at the top right of the last column. C is at the bottom left of the third column. D is at the top right of the fourth column.

4C

A 6x6 grid of hexagonal tiles, each containing a Spanish verb ending. The tiles are arranged in a honeycomb pattern. The grid is labeled with letters A, B, C, and D at the corners. The verb endings are as follows:

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| -an | -as | -a | -o | -as | -o |
| -áis | -an | -áis | -a | -as | -a |
| -amos | -áis | -amos | -o | -amos | -an |
| -a | -o | -o | -áis | -áis | -an |
| -as | -amos | -an | -áis | -a | -amos |
| -o | -a | -as | -as | -an | -o |
| -a | -amos | -as | -amos | -an | -áis |