

# GRAMMAR GAMES

## UNIT 2

The activities below also can be used whenever there is any free time in the lesson (for example for fast finishers) or as a warm-up activity.

### Lesson 1, after ex. 4b

#### Quiet voices of objects

Read the sentence on the card, put the verb in brackets in the correct form and guess what object could say it.

Write similar sentences for your partner to guess the object.

I wish kids _____ (not scratch) me.	I wish they _____ (not write) on my pages.
I wish they _____ (not forget) to clean me after each lesson.	I wish they _____ (use) their hand not foot to open me.
I wish they _____ (water) me regularly.	I wish I _____ (have) a cover.
I wish they _____ (not / draw) on my face.	I wish kids _____ (not swing) on me.

## Lesson 2, ex. 5b

**Do you know your partner well?**

**Complete the sentences about your partner.**

**Talk to your partner to find out if your guesses are correct. How many have you guessed?**

<b>My ideas</b>	<b>My partner's ideas</b>
If I were an animal, I'd be ...	
If I were a colour, I'd be ...	
If I were a teacher, I'd teach ...	
If I didn't learn English, I'd do ...	
If I saw a ghost, I'd ...	
If I could travel back in time, I'd ...	
If I had a 3D printer, I'd ...	

### What's my problem

You have a slip of paper with a problem pinned on your back. Walk around the class and ask other students for advice. Write down their advice and guess the problem you have. The advice is given with the help of the sentences *If I were you, ...* or *If I were in your shoes, ...* .

I have bad marks in English.	I am always late for classes.
I don't get along with my classmates.	My heart is broken.
I feel bored.	I have a toxic friend.
I'm too big.	I feel stressed.
I can't fall asleep in the evening.	I want to win the competition.

## Crooked sentence

Work in two teams. Each team writes 5 questions beginning with ***What would you do if ...*** and 5 answers beginning with ***I would ...*** (only the main clause). In turn, read out your questions and answers and choose the most crooked pair.

### Lesson 4, ex. 4

## Guess my sentence

In turns, read the sentence trying to guess the missing part. You have 2 attempts. If you guess the exact words, you score 2 points. If your first guess is wrong, you can try again but you will score only 1 point.

### Student A

They would have missed our flight if we ...  
He would have failed the exam if **they had caught him cheating**.  
If I hadn't seen it with my own eyes, I ...  
If I had gone to London, I **would have visited the Tower**.  
I wouldn't have finished my project if ...  
You wouldn't have had that accident if **you hadn't been so careless**.  
The picnic would have been a success if...  
If Cinderella hadn't met a Fairy, **she wouldn't have gone to the ball**.

### Student B

They would have missed our flight if we **hadn't taken a taxi**.  
He would have failed the exam if ... .  
If I hadn't seen it with my own eyes, I **wouldn't have believed it**.  
If I had gone to London, I ...  
I wouldn't have finished my project if **Dad hadn't fixed my computer**.  
You wouldn't have had that accident if ... .  
The picnic would have been a success if **it hadn't rained**.  
If Cinderella hadn't met a Fairy, ...

## Lesson 9

### Complete the sentences

**Complete the sentences with your own ideas. In small groups, compare and discuss your answers. What new things have you found about your classmates?**

I wish ...

If I studied abroad, I ...

I had got better results at the last exams if ...

I would work a lot harder in class if ...

If I get good grades at the final exams, ...

I wish I hadn't ...

If I had chosen a school myself, ...

It would be easier for me to learn English if ...

My parents will be happy if I ...

## Tick-tac-toe

**Work in pairs. In order to put a cross or a nought, you should give a conditional sentence using the element written.**

I were	would have $V_3$	$V_2$
had $V_3$	wouldn't $V_2$	wouldn't have $V_3$
would $V_2$	didn't $V_1$	hadn't $V_3$

## UNIT 3

### After lesson 2

#### True or False

**Cut the worksheet. (Prepare as many sets of cards as there are groups of 3 or 4.)**

Write three sentences on the board – two false and one true – using one of the verbs from the cards. All the verbs on the cards can be followed by an infinitive, a gerund or with both (with a difference in meaning). Look at the example below with verb *try*.

*I tried eating snails when I was in Britain – they were delicious!*

*I tried to climb Mont Blanc when I was in France, but, unfortunately, the weather was too bad.*

*I tried to get a job as a flight attendant but they said I was too tall.*

**Students have to decide which sentence is true by asking additional questions.**

**Example:** 1. Have you been to Britain? What do snails taste like?

2. Where in France is Mont Blanc situated? How did you get there?

3. How tall should you be to become a flight attendant? What company did you try to get the job with?

Divide students into groups of 3 or 4. They are supposed to shuffle the cards and deal them equally. Then they write three sentences for each card: two false and one – true.

When students finish writing, they start playing the game by taking turns to read out their sentences. Students ask questions to decide which sentence is true. Then, the true sentences are revealed.

Students can get points for making correct guesses. The student with most points is the winner.

forget	keep	remember	try
stop	begin	mind	object
consider	avoid	regret	want
refuse	recommend	enjoy	suggest
look forward	manage	ask	can't stand
apologise	be used to	forgive	offer
indulge	decide	warn	deny
prevent	deny	give up	feel like

## After lesson 5

### Find someone who

Give each student a worksheet (see below). Ask them to use the verbs in brackets in the correct form (infinitive or gerund; passive / active). Remind them to use prepositions if necessary.

Answer key:

1. writing; 2. being; 3. for being; 4. for helping; 5. for being; 6. obeying; 7. telling; 8. to be; 9. learning; 10. to improve; 11. to play; 12. to do; 13. to congratulate; 14. meeting; 15. reading

**Check as a whole class.**

**Invite your students to ask you a couple of questions from the list. Give Yes / No answers.**

**Draw the table on the board. Demonstrate how to fill in the columns.**

Ask someone the first question.

If they answer *No*, ask *Why?* or *Have you ever written a letter?*

If they answer *Yes*, ask *When was the last time you wrote a letter? Who to?*

Write the student's name and additional information in the appropriate columns.

**Tell students to ask each member of the group at least one question.**

**Invite students to report the most interesting findings to the whole class.**

	Find someone who	Name	More information
1.	... loves (write) letters.		
2.	... doesn't mind (be) criticised.		
3.	... easily forgives people (be) rude.		
4.	... always thanks people (help) him / her.		
5.	... never apologises (be) impolite.		
6.	... is used to (obey) their parents.		
7.	... doesn't approve of people (tell) lies.		
8.	... tries (be) attentive in class.		
9.	... has never tried (learn) another foreign language.		
10.	... wants (improve) themselves as a person.		
11.	... is learning (play) a musical instrument.		
12.	... never forgets (do) homework.		
13.	... always remembers (congratulate) their friends on their birthdays.		
14.	... will never forget (meet) their best friend for the first time.		
15.	... enjoys (read).		



## After lesson 5

### IG dominoes

**In the name of the game IG stands for Infinitive and Gerund.**

**Students play in groups of four. Each group gets a set of dominoes.**

Students deal out eight dominoes to each member of the group. The rest of the dominoes are placed face down on the table. They take the first domino from the top of the pile and put it face up on the table.

Students decide who begins the game. It might be the youngest or the oldest student or they can toss a coin to decide.

The first player puts a domino down either before or after the domino on the table. The verbs **in bold** should match either an infinitive or the gerund or vice versa. The player makes a sentence with the verb / gerund to demonstrate that the match is correct.

**Example: expect to do**

*My mother expects me to do well at school.*

The next player then puts a new domino at either end of the domino chain.

If a sentence that a student makes is incorrect or if they can't think of a sentence, they have to take back their sentence and the turn passes to the next student.

If a student doesn't have a matching domino, they take a domino from the pile and put it down if there is a match.

If there are no more dominoes on the table, the turn passes on to the next student.

The first player who gets rid of the dominoes, is the winner!

There can be a stalemate when there are no dominoes in the pile and nobody has matching dominoes.

doing	<b>feel like</b>	going	<b>indulge in</b>	eating	<b>imagine</b>
having	<b>hate</b>	doing	<b>need</b>	to go	<b>spend time</b>
reading	<b>can't stand</b>	doing	<b>love</b>	to do	<b>intend</b>
visiting	<b>love</b>	being	<b>expect</b>	to do	<b>want</b>
to attend	<b>plan</b>	to live	<b>would like</b>	to spend	<b>start</b>
doing	<b>avoid</b>	doing	<b>try</b>	to work	<b>warn</b>
not to go	<b>try</b>	doing	<b>thank for</b>	giving	<b>object to</b>

staying	<b>forgive for</b>	forgetting	<b>look forward to</b>	seeing	<b>try</b>
to write	<b>try</b>	doing	<b>deny</b>	breaking	<b>prevent from</b>
sleeping	<b>enjoy</b>	listening	<b>keep on</b>	helping	<b>approve of</b>
going	<b>forget</b>	to take	<b>remember</b>	going	<b>appreciate</b>
to do	<b>hope</b>	to have	<b>refuse</b>	to do	<b>decide</b>
to do	<b>encourage</b>	to help	<b>offer</b>	to do	<b>start</b>

## The best psychologist

Each student gets a worksheet in which they try to write true sentences about their classmates.

Then students go around the classroom asking their classmates to check if their predictions were true.

**Example:** like – *Tanya likes reading science fiction.*

*Tania, do you like reading science fiction?*

If a student gets a Yes answer, they get one point. If they get a No answer – zero points. If they get an answer like *Probably, Maybe*, etc., they get half a point.

The student who gets the largest number of points is considered to be the best psychologist in the classroom.

Encourage students to ask additional questions for more information.

Get a class feedback on interesting findings.

Student's name	Question	Tick / cross
	(like)	
	(object)	
	(would like)	
	(appreciate)	
	(look forward)	
	(give up)	
	(feel like)	
	(consider)	
	(dislike)	
	(imagine)	
	(can't help)	
	(no mind)	
	(avoid)	
	(try)	
	(remember)	
	(enjoy)	

## After lesson 5

### How well do you know your classmate?

Students are supposed to complete the sentences by guessing the true information about their partner.

Divide students into pairs (A and B). Give each student a worksheet (A or B).

If you have an odd number of students, you can work in a pair with one of them.

Students individually complete the sentences about their partners. Even if they are not sure about something, they are supposed to make a guess.

While completing the sentences, students are required to use gerunds or infinitives adding prepositions where necessary.

When students have finished, they go on to work in pairs. They read the sentences to each other in turn. Their partner is supposed to tell them if the sentences are true for them or not. If the sentence is not true, the partner is expected to give the true answer.

After they have checked all the sentences, they are supposed to give feedback to the class about their discoveries.

Student A
1. You hate ...
2. At the weekend you enjoy ...
3. Your parents always warn you ...
4. You appreciate people ...
5. You have never tried ...
6. You want to give up ...
7. Sometimes you indulge in ...
8. You have recently decided ...
9. Next week you need ...
10. School prevents you ...
11. You will never forget ...
12. You always remember ...
13. It is always you who suggests ...
14. You never deny ...
15. Though you find it quite challenging, you're ready to keep on ...

<b>Student B</b>
1. You dislike ...
2. You hope ...
3. When you go on holiday, you love ...
4. You never forget ...
5. You will always remember ...
6. Even though it is hard for you, you're trying ...
7. When with friends, you can't stand ...
8. You usually forgive people ...
9. You usually object ...
10. You're looking forward to ...
11. You never feel like ...
12. You always congratulate ...
14. Your parents always recommend ...
15. You're always ready to thank your parents ...

## After lesson 5

### Anything in common?

Students are asked to complete the sentences with true information about themselves. To complete them, they need to use infinitives or gerunds and add prepositions if necessary.

Then, students discuss the sentences in groups of three or four and find out if they have anything in common. They must ask questions for more information.

After they have finished the discussion, they report to the class if they have a lot in common and share some findings.

1. I never approve ...
2. I wouldn't forgive anyone ...
3. After classes I would suggest ...
4. I think my lifestyle prevents me ...
5. I would be the first to congratulate ...
6. I would never try ...
7. I wish people stopped ...
8. I'm used to ...
9. I'd like somebody to encourage me ...
10. I would never consider ...
11. I highly appreciate my friends ...
12. It is time I gave up ...
13. We must never forget ...
14. In my opinion, there is no point ...
15. In the future I hope ...

## After lesson 6

### What a coincidence!

It is a melee activity.

Each student gets a copy of the worksheet.

Students complete the sentences with true information about themselves using gerunds or infinitives.

When students have finished, they try to find one person in the classroom for each sentence who is the same as them.

To do this, they read the sentences to one another.

**Example:** *On holidays I hate lying around and doing nothing.*

If their classmate agrees with the sentence, they are supposed to say:

– *What a coincidence!*

and add:

– *I also hate lying around and doing nothing on holidays!*

They can also give some additional information.

– *I prefer pursuing active hobbies, etc.*

Students then have to write their classmate's name in the column next to the sentence.

Encourage students to share their findings with the class.

Sentence	Name
1. On holidays I hate ...	
2. I'm thinking of ..... next week.	
3. When I was a child, I couldn't stand .....	
4. Next year I plan .....	
5. I can't imagine .....	
6. I've always wanted .....	
7. I've promised .....	
8. I think there is no point in ....	
9. I don't mind .....	
10. When I'm with my friends, I can't help .....	
11. I'm learning English .....	
12. I'm considering .....	
13. I can't forget .....	
14. I think I'll keep .....	
15. I'm really looking forward to ....	

## **Tell me about something ...**

Divide students into pairs.

Provide each student with a corresponding part of the worksheet.

Students ask each other to tell them about the things suggested in the worksheet.

Make sure that they use gerunds and infinitives correctly in the verb patterns when answering the questions.

Students are also supposed to ask each other follow-up questions for more information.

After the activity, they report their findings to the group.

### **Student A**

**1. Ask your partner to tell you about the following things. Ask questions for more information.**

Tell me something ...

- ... you want to get for your next birthday.
- ... you're thinking of buying soon.
- ... you are considering doing at the weekend.
- ... you would like to learn to do.
- ... you need to do by the end of the year.
- ... you think it is no use doing.
- ... you have failed to do.
- ... you don't mind people doing.
- ... you never approve of people doing.
- ... you seem to be able to do well.

**2. Answer your partner's questions using gerunds and infinitives.**

### **Student B**

**Ask your partner to tell you about the following things. Ask questions for more information.**

Tell me something ...

- ... you always stop to do on the way to school.
- ... you would never refuse to do.
- ... you have recently promised not to do.
- ... you would like to finish doing as soon as possible.
- ... you were offered to do.
- ... you must remember to do this week.
- ... you usually avoid doing.
- ... you were encouraged to do as a child.
- ... you try to do regularly.

**2. Answer your partner's questions using gerunds and infinitives.**

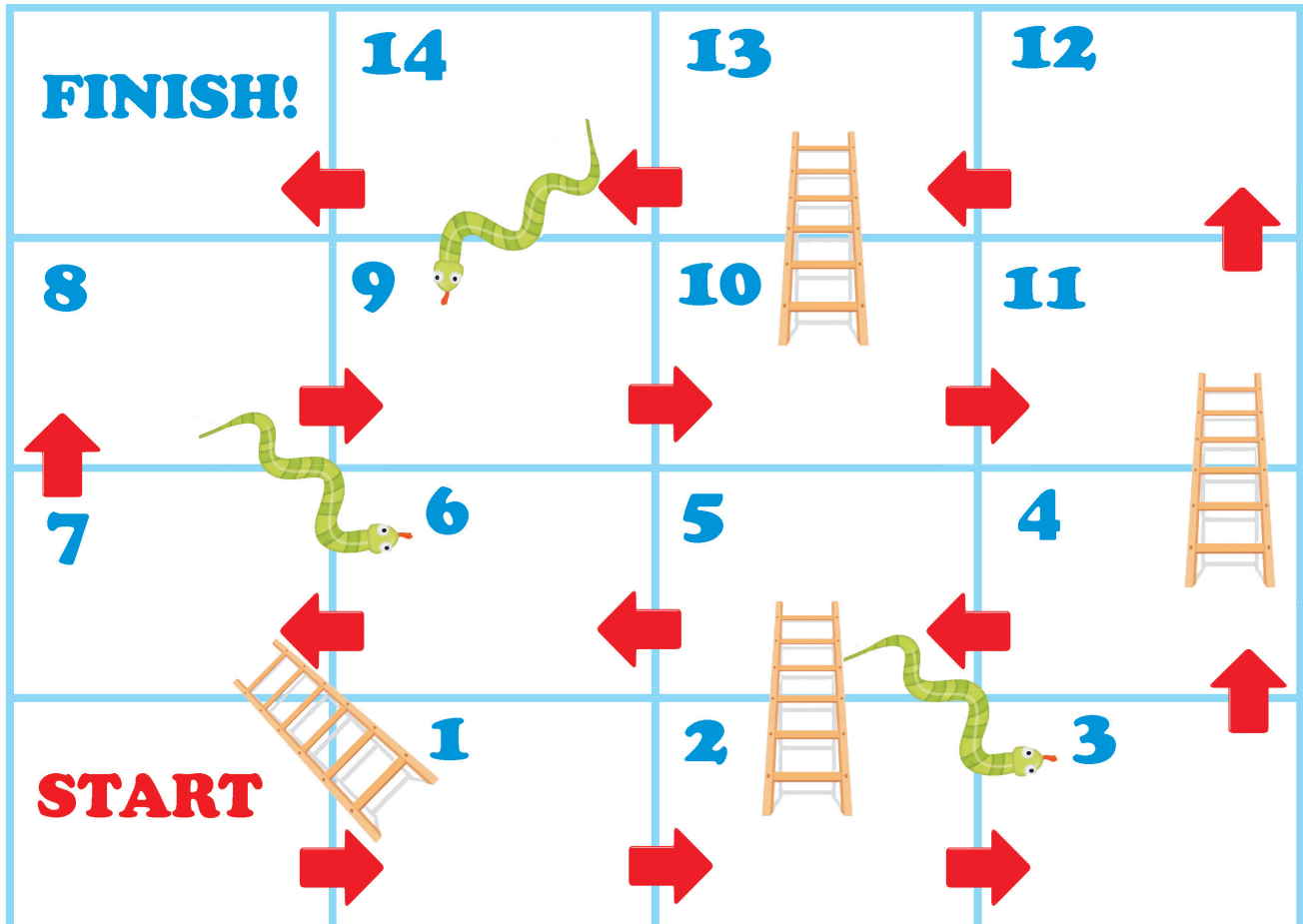


# UNIT 4

## Lesson 5. After Ex. 3b

### Snakes and Ladders

Complete the questions and answer them



1. What do you want your friend (do)?
2. Where can you see volunteers (work)?
3. In what lesson did you notice your classmates (cheat)?
4. When do you expect your teacher (talk) to your parents?
5. What do your parents make you (do)?
6. How often do you hear your teachers (tell) jokes?
7. Why don't your parents let you (have) parties in your flat?
8. What would you like Santa Claus (give) you as a Christmas present?
9. Why can people endlessly watch the fire (burn) and the water (flow)?
10. What do you do when you feel a mosquito (bite) you?
11. What teachers let you (speak) your mind in their lessons?
12. Should we make people (donate)?
13. What do you do when you see someone (offend) another person?
14. What kind of person do your parents want you (be)?