

Key Word Transformation Reversi

A game to turn Use of English Part 4 into a competitive oral task, i.e. to make it fun! It also uses repetition and memory to help students use common structures from the exam automatically.

Part of Exam: Use of English Part 4 - Key word transformations

Language/ Skill Practiced: Memorisation of common grammar structures from Part 4

Materials: One pack of cards per two students (for a strong class) or per four students (see Worksheet 1). (Optional) 1 photocopy of worksheet 2 per student.

Time: 20 to 30 minutes

Preparation: The class should have already done at least one exam task so that they are familiar with the format. This will help with the reasoning behind the game.

To prepare the packs of cards, cut along the solid lines so that, for instance, 1A and 1B are still together. Then fold along the dotted lines and stick the two parts together back-to-back with glue, so that when you turn over from 1A you see 1B etc.

Procedure:

- Divide the class into pairs.
- Give out one set of cards per pair.
- Demonstrate the game. All the cards should be laid out in a vertical line with the A sides up, 1A closest to the people playing and 9A furthest away. The first student in each pair looks at 1A and says what they think the solution to the transformation is. As in the exam, all solutions must be five words or less (contractions count as two words). The student then turns over the card and checks the answer. **They should leave the card on the side with the answer.** If the answer is correct, the same student moves onto 2A. Whenever any mistake is made, the other student can try. **They must start again from 1**, but this time they should be able to use their memories as well as logic as the answer to 1B is the question from 1A etc. The aim of the game is to go through every transformation in one go without making any mistakes. When the second student makes a mistake, the first student can try again, also starting from 1.
- Start the teams playing. Be the judge for any disagreements, as some transformations may have other solutions. Make sure that teams are leaving the cards turned over, so that they alternate between the A and B sides. Monitor for which mistakes students are making, to explain later on.

- The whole point of the game is for students to repeat the same structures over until they are well learnt, but students can find too much of this rather frustrating! If you find this is the case after 10 or 15 minutes, allow the competing students to work together to finish the game.
- **Extension:** In a future class, you could give worksheet 2 as a normal exam task to see how well they now do. This is a great confidence booster. Alternatively, this can be given a week or so before students play the game with the game being used as revision.

Variations: With weaker classes, put students into bigger teams to play against each other, e.g. two against two.