

Noughts and crosses

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

<b>Activity type:</b> Board game
<b>Student grouping:</b> Small groups of 4 or 6 students
<b>Time:</b> 20 minutes approx.
<b>Skills practiced:</b> Listening comprehension, general review of grammar and vocabulary, production and accuracy
<b>Materials needed:</b> One copy of the Game board worksheet per group of students, one copy of the Team 1 question worksheet for half the students and one copy of the Team 2 question worksheet for the other half of the students, a stopwatch or online timer per group
<b>Summary:</b> This speaking game tests students' vocabulary and grammar skills in a fun and competitive way.

first question in the *vocabulary* section of their question worksheet. If Team 1 answers correctly, they win the square and draw a cross or a circle on it. If the answer is incorrect, the square remains available (Team 1 does not get the square). Point out that the answers to the questions are in brackets on the question sheets.

Team 2 then gets a chance to choose a square on the board, and Team 1 asks them a question from their question worksheet. They should continue to take turns choosing squares and asking and answering questions.

The first team to get a line of three squares on the board is the winner.

If students run out of questions in a particular category (they should not ask the same question twice), they can ask any question from the other categories instead.

Preparation

Ask students if they know the game 'noughts and crosses'. (Traditionally, this is a game for two players, in which they take turns placing an X or an O in one of nine boxes until one player gets three Xs or three Os in a row.) Explain that the aim of this version of the game is to win squares by answering questions. The first team to get a line of three – either horizontally, vertically, or diagonally – is the winner.

Put students into groups. Divide each group into two teams: Team 1 and Team 2. Give each group one copy of the Game board. Give each student in Team 1 a copy of the Team 1 worksheet and each student in Team 2 a copy of the Team 2 worksheet. Students are not allowed to look at the other team's worksheet.

Teaching notes

- To obtain a high score in the IELTS exam candidates should show a wide range of vocabulary and grammar; it is also crucial to use it accurately. This game tests these skills in a competitive and fun way.
- There are three questions for each topic so that if a team gets an answer wrong, they can choose the same topic again and answer another question on it on their next turn if it is not taken by the other team.
- The range of vocabulary and grammar can be varied; you can create your own question sheets with your target language.

How to play the game

Decide who starts.

The teams take turns to choose a square on the board. For example, if Team 1 chooses *vocabulary*, Team 2 should ask them the



**Noughts and crosses**

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

<i><b>Verbs and prepositions</b></i>	<i><b>Irregular verbs</b></i>	<i><b>Word-building (nouns)</b></i>
<i><b>Collocations</b></i>	<i><b>Comparatives and superlatives</b></i>	<i><b>Verb forms</b></i>
<i><b>-ed/-ing adjectives</b></i>	<i><b>Vocabulary</b></i>	<i><b>Error correction</b></i>

**Noughts and crosses**

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

<p><b>Verbs and prepositions</b> <u>Complete the sentence with the correct prepositions:</u></p> <ol style="list-style-type: none"> <li>1. I went _____ a trip yesterday. (<i>on</i>)</li> <li>2. I am planning to fly _____ China next week. (<i>to</i>)</li> <li>3. He arrived _____ Moscow in the evening. (<i>in</i>)</li> </ol>	<p><b>Irregular verbs</b> <u>Say the past simple and the past participle of these verbs:</u></p> <ol style="list-style-type: none"> <li>1. See <u>and</u> hear (<i>saw, seen; heard, heard</i>)</li> <li>2. Eat <u>and</u> drink (<i>ate, eaten; drank, drunk</i>)</li> <li>3. Say <u>and</u> think (<i>said, said; thought, thought</i>)</li> </ol>	<p><b>Word-building</b> <u>Give two derivatives of the words:</u></p> <ol style="list-style-type: none"> <li>1. Tour (<i>tourist, tourism, touristic</i>)</li> <li>2. Possible (<i>impossible, possibility, impossibility</i>)</li> <li>3. Differ (<i>different, differentiate, difference</i>)</li> </ol>
<p><b>Collocations</b> <u>Which is correct?</u></p> <ol style="list-style-type: none"> <li>1. Do homework or make homework? (<i>do</i>)</li> <li>2. Have a good time or spend a good time? (<i>have</i>)</li> <li>3. Receive a cold or catch a cold? (<i>catch</i>)</li> </ol>	<p><b>Comparatives and superlatives</b> <u>Say and spell these comparatives and superlatives:</u></p> <ol style="list-style-type: none"> <li>1. Happy <u>and</u> fat (<i>happier, happiest; fatter, fattest</i>)</li> <li>2. Big <u>and</u> good (<i>bigger, biggest; better, best</i>)</li> <li>3. Noisy <u>and</u> crowded (<i>noisier, noisiest; more crowded, most crowded</i>)</li> </ol>	<p><b>Verb forms</b> <u>Put the verb in the correct form:</u></p> <ol style="list-style-type: none"> <li>1. I (watch) TV at the moment. (<i>'m/am watching</i>)</li> <li>2. He just (finish) his homework. (<i>finished</i>)</li> <li>3. My brother (play) tennis every weekend. (<i>plays</i>)</li> </ol>
<p><b>-ed/-ing adjectives</b> <u>Which sentence is correct?</u></p> <ol style="list-style-type: none"> <li>1. The film was exciting. <u>Or</u> The film was excited. (<i>exciting</i>)</li> <li>2. I was surprising when I saw him. <u>Or</u> I was surprised when I saw him (<i>surprised</i>)</li> <li>3. He looks very tired. <u>Or</u> He looks very tiring. (<i>tired</i>)</li> </ol>	<p><b>Vocabulary</b> <u>In 30 seconds, say:</u></p> <ol style="list-style-type: none"> <li>1. Nine character adjectives with a positive meaning. (<i>e.g. friendly, happy, brave, clever, confident</i>)</li> <li>2. Nine objects in the classroom. (<i>e.g. table, chair, pen, board, textbook</i>)</li> <li>3. Nine action verbs. (<i>e.g. run, walk, do, bring</i>)</li> </ol>	<p><b>Error correction</b> <u>Correct this sentence:</u></p> <ol style="list-style-type: none"> <li>1. I've never been to there. (<i>I've never been there</i>)</li> <li>2. Mary is as older as me. We're both 18. (<i>Mary is as old as me. We're both 18</i>)</li> <li>3. I'm looking forward to go on a trip to Brighton. (<i>I'm looking forward to going on a trip to Brighton</i>)</li> </ol>

Noughts and crosses

by Elena Filimonova, Aislyu Ryukova & Dina Valieva

<p><b>Verbs and prepositions</b> Complete the sentence with the correct prepositions:</p> <ol style="list-style-type: none"> <li>1. He sold his car _____ \$5,000. (<i>for</i>)</li> <li>2. I am going there _____ foot. (<i>on</i>)</li> <li>3. The film starts _____ a minute. (<i>in</i>)</li> </ol>	<p><b>Irregular verbs</b> Say the past simple and the past participle of these verbs:</p> <ol style="list-style-type: none"> <li>1. Win <u>and</u> lose (<i>won, won; lost, lost</i>)</li> <li>2. Give <u>and</u> take (<i>gave, given; took, taken</i>)</li> <li>3. Know <u>and</u> understand (<i>knew, known; understood, understood</i>)</li> </ol>	<p><b>Word-building</b> Give two derivatives of the words:</p> <ol style="list-style-type: none"> <li>1. Manage (<i>manager, management, managing</i>)</li> <li>2. Satisfy (<i>satisfied, dissatisfied, satisfaction, satisfactory</i>)</li> <li>3. Vision (<i>visible, invisible, visibility</i>)</li> </ol>
<p><b>Collocations</b> Which is correct?</p> <ol style="list-style-type: none"> <li>1. Do photographs or take photographs? (<i>take</i>)</li> <li>2. Have a sore throat or have a sick throat? (<i>sore</i>)</li> <li>3. Have a good feeling of humour or have a good sense of humour? (<i>sense</i>)</li> </ol>	<p><b>Comparatives and superlatives</b> Say and spell these comparatives and superlatives:</p> <ol style="list-style-type: none"> <li>1. Busy <u>and</u> hot (<i>busier, busiest; hotter, hottest</i>)</li> <li>2. Bad <u>and</u> new (<i>worse, worst; newer, newest</i>)</li> <li>3. Modern <u>and</u> easy (<i>more modern, most modern; easier, easiest</i>)</li> </ol>	<p><b>Verb forms</b> Put the verb in the correct form:</p> <ol style="list-style-type: none"> <li>1. I (watch) TV at this time yesterday. (<i>was watching</i>)</li> <li>2. He (finish) his homework before his mother came home. (<i>had finished</i>)</li> <li>3. The book (write) in 1895. (<i>was written</i>)</li> </ol>
<p><b>-ed/-ing adjectives</b> Which sentence is correct?</p> <ol style="list-style-type: none"> <li>1. The film was really bored. <u>Or</u> The film was really boring. (<i>boring</i>)</li> <li>2. I was very worried. <u>Or</u> I was very worrying. (<i>worried</i>)</li> <li>3. He is interesting in sport. <u>Or</u> He is interested in sport. (<i>interested</i>)</li> </ol>	<p><b>Vocabulary</b> In 30 seconds say:</p> <ol style="list-style-type: none"> <li>1. Nine adjectives characterizing appearance. (<i>e.g. handsome, ugly, beautiful, tall, short</i>)</li> <li>2. Nine objects in a flat or in a house. (<i>e.g. bed, wardrobe, oven, table, sofa</i>)</li> <li>3. Nine state verbs. (<i>e.g. see, hear, feel, have, promise</i>)</li> </ol>	<p><b>Error correction</b> Correct this sentence:</p> <ol style="list-style-type: none"> <li>1. I go to school on car. (<i>I go to school <u>by</u> car</i>)</li> <li>2. Mary is much more prettier than Ann. (<i>Mary is much <u>prettier</u> than Ann</i>)</li> <li>3. He's seen this film last week. (<i>He <u>saw</u> this film last week</i>)</li> </ol>