

Elimination

by Maria Toth

Age: Primary (6–11)

Language aim: To express ability

Time: 20 minutes

Student grouping: Pairs

Materials: One copy of the worksheet per pair
Language focus: *He or she can/can't play football, play the guitar, play the piano, swim, ride a bike, sing, skateboard, play table tennis, paint, drive a car, dance, play basketball*

Aim of the game: To guess your opponent's secret actions as quickly as possible



Child B draws four actions on row number 1 of the grid, for example:



Child A then says 'He can't dance. He can drive; wrong place. He can't play the guitar. He can play basketball; right place' and enters the following symbols into the boxes:

X	△	X	✓
---	---	---	---

Key:

X = The person can't.

△ = The person can. Wrong place.

✓ = The person can. Right place.

Warmer

Do a class survey to find out who can and who can't do the actions in the Language focus above, by asking the class to go round and find out information about each other. Ask the children to report back about each other using 'He or she can/can't ...'

Playing the game

Step 1

Hand out one copy of the worksheet to each pair of children. This should be positioned in the centre of the table between the two children. Ideally, the two children should sit opposite each other.

Step 2

Ask one child (child A) in each pair to think of someone they both know (this could be someone in the class or in the school). Child A begins by taking a small piece of paper, folding it in half and drawing four pictures in a row, representing actions on the worksheet that they think this person can definitely do. The identity of the person remains a secret.

Step 3

Child B has to try and guess the four actions in exactly the same order. To do this, they draw four pictures on row number 1 of the grid on the worksheet. Child A indicates whether the person can or can't do the actions, by giving an answer out loud and entering a symbol in each of the boxes next to row 1. You may wish to play the game on the board with a strong student first as an example.

For example, child A may begin by drawing the following four actions on a sheet of paper. They should keep this secret from child B.

Step 4

Child B tries again in row number 2, working with the information given by child A. For example, if child A gave a tick to any of the previous actions, child B will draw that same action again in the same place.

Step 5

The game continues until, by process of elimination, child B has guessed the four actions correctly and has drawn them in the right places. The children then change roles and it is child B's turn to think of four actions while child A guesses.

Step 6

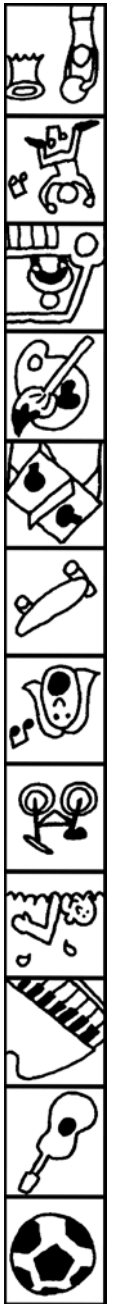
The child in each pair that guesses the four secret actions in fewer rows is the winner.

Step 7

The children can also try to guess the people if they want to and discuss whether they agree with what they can or can't do.

Elimination

by Maria Toth



									01
									6
									8
									7
									9
									5
									4
									3
									2
									1

1									
2									
3									
4									
5									
6									
7									
8									
9									
10									