

## The moving game

by Maria Toth

**Age:** Primary (6–11)

**Language aim:** To give and understand instructions

**Time:** 45 minutes

**Student grouping:** Groups of three or four

**Materials:** One copy of the worksheet per group of three or four students; one counter per student; one dice per group; prepared instruction cards, if you choose Warmer option 2 (see below)

**Language focus:** The language of instructions already covered in class

**Aim of the game:** To be the first to land on the FINISH square

### Preparation

You may want the children to prepare their instructions in advance for homework (see step 1 of Playing the game).

### Warmer

#### Option 1

Revise typical vocabulary used for giving instructions with the children by playing 'Simon/Teacher says'. Give some instructions, e.g. 'Sit down', 'Jump' and 'Put your hands on your head'. Before some of these instructions, say 'Simon says ...' or 'Teacher says ...'. If you say 'Simon/Teacher says ...' before the instruction, the students must do it. If you don't say this, the students must not do the instruction. If they do, they are out of the game. The winner is the last person left in the game.

#### Option 2

Prepare some written instructions (about ten, e.g. *write, read, sing, run, jump*). Divide the class into two teams. One member from a team comes to the front of the class. Give that student one of the written instructions. They mime the instruction to the rest of their team. The team score a point if they guess the instruction correctly. It is now the other team's turn and so on until all the instructions have been mimed. The team that scores the most points are the winners.

### Playing the game

#### Step 1

Ask each child to write in their notebooks five instructions (e.g. 'Open your book' or 'Jump on one leg'). They should not show the other children what they have written. Monitor to check that what they are writing is correct.

#### Step 2

Divide the class into groups of three or four, and give each group a copy of the worksheet together with a dice. Give each child a counter, or ask them to have ready a coin or something else that can be used as a counter.

#### Step 3

The children take it in turns to write their names on the board game, one in each square, until all the squares contain a name.

#### Step 4

The youngest child (child A) starts and throws the dice. That student moves along the number of squares shown on the dice, landing on a square with a child's name on it. If it is their own square, nothing happens and it is the next child's turn to throw the dice. If, however, it is another child's square, for example child B's, that child reads out one of their instructions. Child A must carry out the instruction. If the rest of the group is satisfied that it has been carried out correctly, then it is the next child's turn to throw the dice. If child A does not understand or does not carry out the instruction correctly, then they must return to START.

#### Step 5

The first child to reach FINISH is the winner.

### Extra ideas

The same game can be used to practise other language areas:

Questions – For this version, ask the class to prepare five questions instead of commands. If the child answers correctly, they remain on the square. If they don't answer correctly, they return to the START.

Vocabulary revision – Ask the children to prepare five words from their coursebook that they know in their mother tongue and in English. They can either draw pictures or write translations. When child A lands on another child's square, the owner of the square gives a word in their mother tongue or a picture, and child A must give the English word.

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