

Block Buster

Language point:

- practising writing and speaking skills.
- revision or examination preparation.
- all grammar points depending on level.
- encouraging independent self- correction.

Materials: A numbered grid with 25 numbers placed randomly into the grid, prepared for OHP. (alternatively draw a grid on the board). Two or three different coloured marker pens to distinguish between the groups. A sheet with 25 numbered sentences containing common errors in each sentence (Can be created from students' previous written productions or invented by the teacher)

Level: all levels from beginners to advanced for adults and children. Use smaller grid for children (15 sentences at the most)

Preparation:

- Collect written work from students and select sentences containing one or more errors.
- Rewrite the sentences on a separate sheet numbering each sentence. Create one copy for each student. (alternatively invent your own sentences according to level of class and theme covered)

Duration: 45 minutes to an hour

Procedure:

Explain the rules to the class (5 to 10 minutes)

- The class is divided into two or three groups (according to class size). The third group of minimum 2 to maximum 6 students could be the referee with the teacher as a guide.
- The other groups (2 – 6) decide which sentences they want to correct to create a block of four on the grid.
- All of the errors in each sentence must be corrected. (Give groups 5 to 10 minutes to check sentences for errors)
- Each group takes turns.
- The students in the groups taking turns too, in order to read the sentence they want to correct to the class, indicating the number of the sentence.
- The referee will finally decide if all 'mistakes' are corrected.
- If the player succeeds in correcting the sentence the number is crossed out. If errors are overlooked, the turn goes to the other group.
- The winner is the group that manages first to create one or two blocks of four in the grid. This can be a row or block of four numbers as long as the blocks are connected.

Follow up:

Every student rewrites all of the sentences. This could be pair work in form of a dictation. For more advanced students the reasons for the errors could be discussed to create awareness, e.g. interference with mother – tongue, similarity in sound and pronunciation.

Alternatively, each group reads all of the corrected sentences to the class to complete correction.

Tips:

For beginners to intermediate it is useful to present a short dialogue model including clarification of vocabulary before starting the game to practise ‘**decide to**’ or ‘**want to**’

Example:

Referee: Which sentences have you decided to correct?/
Which sentence do you want to do/ correct?

Group: We want to take sentence number 7./ we want to do sentence number 7.
We have chosen sentence number 7.

Referee: How many mistakes are in the sentence?

Group: There are mistakes/ errors in this sentence.

Block buster grid to be copied on OHP foil

