

Zedua Experiments

Title: To revise and practice the present continuous tense.

This is a simple but fun activity help children to practice a grammar point through a guessing game with mime.

Materials Required:

1. Cards illustrating action verbs (e.g. dance, eat, walk, etc.),
2. Timer or Stopwatch

Procedure:

1. Make flashcards with a picture of a different action on each card.
Note: Actions could include, run, jump, cry, laugh, run, sleep, cough, stretch, brush, clap, smile, walk, sit, stand, write, read, listen, speak, wash, wriggle, sneeze, blink, wink, turn.
2. Show the picture cards one at a time. Elicit the verbs illustrated and practise the pronunciation of each word. Everyone can mime the action.
3. Divide the class into groups of two or three. Let each group decide who will mime and who will guess. Each group will have two minutes to guess as many actions as they can.
4. Bring the 1st group to the front of the class. Ask the child who will mime to stand so all the children in the class can see. Give the child the first card. They mime the action on the card. The group has to guess what the mime is by calling out. If they guess correctly, they take the card and the teacher gives the child a new card. If they don't know, they say 'next one', the card goes back to the bottom of the pile and the child continues to the next card.
5. After two minutes, the group counts the number of cards it has collected and records the number on the board. The cards are given back to the teacher, and the second group comes to the front to guess.
6. The winning group is the one with most points recorded on the board.

Notes:

You could make correct pronunciation a condition of getting the point, or you could award an extra point for it

Alternatives:

- Each group takes it in turns to send one person to the front to mime one verb at a time.
- Each group has its own set of cards and works at the same time, with members taking it in turns to pick up a card and act it out. If you have a large class, one member of each group can observe another group. They get points for their group if they notice any errors, for example if the group gives itself a point it should not have.
- Depending on the level of the children, you could also award extra points if they can tell you the past form of the verb, and/or the past participle.
- The game would work with other tenses too, but you should try and make the context as natural as possible.

For example:

- a. to practise the past continuous, the children can call out their guesses after the child at the front has finished miming – ‘you were walking’.
 - b. To practise the past simple, the child at front can mime a series of actions while the group writes them down. After the two minutes, the group calls out the sequence: ‘you walked, then you sat down, then you read a book’.
- Rather than miming the action, the children can draw the action on the board. The children in the group guess in the usual way. To make it more challenging, write the verb on the flashcards rather than drawing a picture. Children then have to read and show they understand what the verb means by drawing it.

No resources?

If you do not have the resources to make cards with illustrations, you can simply write the verb on a piece of paper.



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