

B2.9 Puzzles and Games - Handout

- 1 These questions introduce the topic of puzzles and games. Key vocabulary includes: *crosswords, chess, draughts (\$ checkers), backgammon, I.Q.* and *emotional intelligence*.
- 2 This puzzle contains many Relative Clauses, both *defining* - without commas, defining 'which one', and *non-defining* – with commas, adding extra, but 'non-essential' information. This is a difficult area of grammar, so discussing the puzzle should assist the learner to see them used in a meaningful context. Answers: Tony is the teacher; he took up boxing and got an ear infection. Alex is the doctor; he took up football and sprained an ankle. Mark is the architect; he took up gymnastics and won a competition. James is the florist; he took up swimming and broke his nose.
- 3 This game is great for expanding a learner's adjectives. But a *kleptomaniac, xenophobic, or zealous cat* may be the only options for the most difficult letters of the alphabet.
- 4 The most likely answers are: 1. violence (the others are adjectives) 2. pretty (the others are used for men) 3. tiger (the others can be kept as pets) 4. Paris (the others are in India) 5. shark (the others are mammals) 6. people (the others cannot be counted) *N.B. this is different in most other European languages where the translation of 'people' is usually uncountable* 7. paper (the only one that is man-made) 8. war (the only one caused by humanity).
- 5 In brief, the differences are: 1. the woman's hat, 2. the design on the apron, 3. the milkman's nose, 4. the milkman carrying a bottle 5. the size of the black cat, 6. the shape of the top of the post box, 7. the man in the track suit with a dog/a ball, 8. the tails on the mice on the right, 9. the number of mice on the left, 10. the number of flowers, 11. the number of leaves on the plant, 12. the man carrying flowers/an axe, 13. the hat and scarf on the man. However, try to encourage the learner to describe the differences accurately in full sentences.
- 6 Check that your partner understands the vocabulary in the box before beginning. If a stop watch could be set on a computer then this might help the timing of the activity. Stress that for the learner mistakes do not matter and that this is a *fluency* not an *accuracy* focused activity.
- 7 It might be possible for your partner to quiz you at the start of the next session with these questions. In any event, please help your partner by brainstorming possible topics to write questions about.