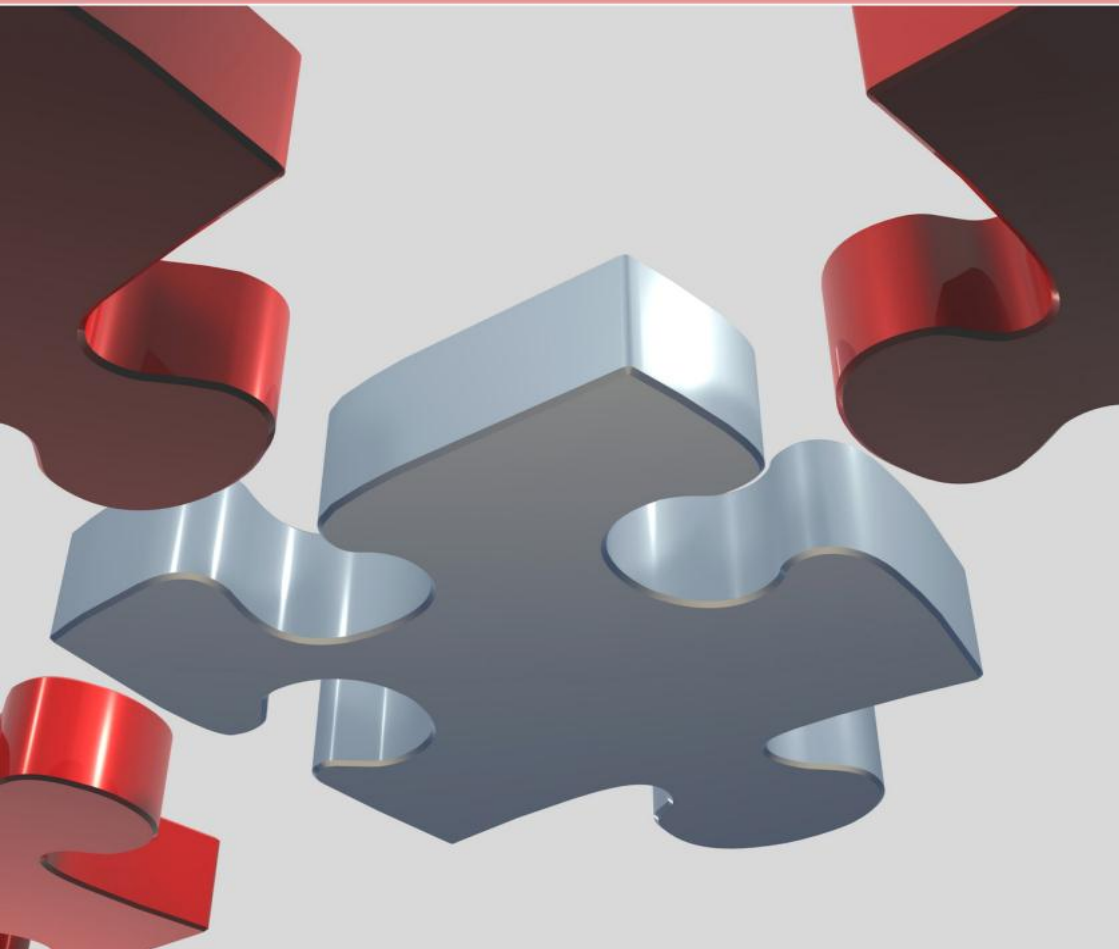


# TRADITIONAL TESTING VERSUS GAME-BASED TESTING IN HIGH SCHOOL



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## INTRODUCTION

The aim of this study is to find out some creative ways of testing and compare them with traditional ways. There are some advantages in this manner of testing. First of all, it reduces the amount of stress so that students can feel free to express what they have already known in a natural and creative way. Secondly, we would connect our untraditional method of teaching English through games and songs to an unconventional way of testing.

We would also like to apply testing to the high school English books *Face to face* for pre-intermediate, intermediate.

## **1. Theoretical issues about testing**

Students need to be tested during learning process of learning. At various stages during a term or a semester, we may give students progress tests. These have the function of seeing how students assimilate what they have taught in the last week or month.

At the end of a term semester or year, students may want to do a final achievement test to see their how well they learnt everything. Typically, achievements tests include a variety of test types and measure the students' abilities in all four skills, as well as their vocabulary and grammar abilities.

Beside these types of testing, there are continuous assessments, where the students' progress is measured as it is happening, all the time.

Good tests do the job they are designed to do, having a positive effect on both students and teachers. A good test is valid, which means it is a good measure of students' abilities and show this is the case. On the other hand, they should be reliable and valid. A good test should

have marking reliability. They should be easy to mark and be the same for all examiners.

Tests have a marked backwash effect, whether they are public exams, progress or achievement. This occurs when teachers see the form of the test their students are going to have and as a result, start teaching for the test.

## **2. Test types**

When we design tests, we can write discrete items or ask students to become involved in more integrative language use. Discrete-item testing means only testing one thing at a time (e.g. testing a verb tense or a word), whereas integrative testing means asking students to use a variety of language and skills to complete a task successfully.

A direct test item is one that asks students to do something with language (e.g. write a letter, read and reply to a newspaper article, take part in a conversation). Direct test items are always integrative and test students' knowledge rather than the use of language. Indirect test items might focus on correct use of verbal forms or collocations.

## **2.1 Indirect test items**

### **Multiple-choice questions**

This type of exercise is that one where students are given alternatives to choose from. This can be a testing for listening or reading comprehension.

### **Fill-in and cloze**

It is a common form of indirect testing involving the examinee writing a word in a gap in a sentence or a paragraph.

### **Transformation**

In this exercise, students are asked to change the form of words or phrases to show their knowledge in syntax and word grammar. Sometimes they have to rephrase a sentence using a given word. A variation of this technique is designed to focus more on exactly on word grammar. In this case students have to complete the grammatical form of a word. This kind of transformation test grammar and vocabulary knowledge and it is quite difficult to construct.



There are many other forms of indirect test items: putting jumbled words in order, making correct sentences and questions, correcting mistakes and matching the beginning and endings of the sentences.

## **2.2 Direct test items**

In this kind of testing we ask students to do something instead of testing their knowledge. There is no limit to this kind of tasks. Here are some examples of direct testing.

### **Reading and listening**

They may seem to look like indirect testing because of multiple choice questions. They can also choose the best summary of what they have heard or read. They can put in order some pictures as they listen or read a story.

### **Writing**

Direct tests of writing might include getting students to write leaflets based on information applied in an accompanying test, or having them write compositions or essays.

### **Speaking**

We can interview students, or we can put them in pairs and ask them to work a number of tasks. They can discuss about similarities or differences between two pictures, or they can role play a certain situation. These direct items of testing are more difficult to mark than indirect items. (Harmer, Jeremy.2007. p. 166-171)

### **Marking tests**

The marking of tests is simple if we have to mark individual items, but this becomes more complicated when we have integrative tests. There is danger of becoming subjective in such a case.

There are two different ways of marking without subjectivity. When two or three teachers look at a piece of work, we can be more confident. The other way of objective marking is to use marking scales for a range of different items. For oral examination we might take into account grammar, pronunciation, coherence, and fluency (Harmer, Jeremy.2007. p. 173-174).

## **2.3 Standard testing**

### **2.3.1 Continuous assessment - testing reading, writing and vocabulary about adjectives**

**1. Read the article about happiness. Which activities do the people in the survey like? Which do they hate? 10 p**

#### **How to measure happiness**

Scientists have found a new way to measure happiness: they can calculate how (1) **satisfied** people are with their everyday lives by giving positive and negative points for typical activities. In a (2) fascinating survey, scientists discovered that commuting to work is the activity that people find most (3) exhausting and (4) irritating. Many people feel (5) depressed, (6) annoyed and (7) frustrated when they have to do housework and meet deadlines at work. In general, the most (8) entertaining activity is relaxing with friends and the most (9) satisfying is spending time with family. However, some parents were (10) embarrassed to say that looking after children didn't always make them happy. Finally, you may be (11) disappointed if you think that a higher salary will bring greater happiness. In fact, one scientist suggests that

organising your time well might be the best way to improve your quality of life.

**b. Write adjectives 1–11 from the article in the table.**

positive meaning	negative meaning
<i>satisfied</i>	

20 p.

**1. Complete the adjectives with *-ed* or *-ing*.**

1. Eileen has been working twelve hours a day for the last week. She's absolutely *exhaust...*

2. I can't bear being without my family. I find it very *depress...*

3. Please don't shout so loudly. You're making me really *embarrass...*

4. Juan must be very *frustrate...* He's just failed his driving test again.

5. Waiting in queues is really *irritate...*

6. My history of art course is absolutely *fascinate...*

7. I'm afraid I was extremely *disappoint...* by the results of these tests.

8. Mark doesn't earn much, but he finds his job very *satisfy...*

9. You must go and see that new film. It's extremely *entertain...*

10. I'll be very *annoy...* if they don't reply to my letter.

18 p.

## **2. Write the character adjectives.**

1 *Selfish* people only think about themselves.

2 R people always do what you want or expect them to do.

3 A people want to be very successful or powerful.

4 G people like giving money and presents to other people.

5 S people make good decisions based on reasons and facts.

6 B people are not frightened in dangerous or difficult situations.

7 M people don't like spending money or giving things to other people.

8 S people won't change their ideas or plans when others want them to.

9 C people are sure that they can do things successfully or well.

10 P people are good at planning things and dealing with problems.

11 T people have a natural ability to do something (paint, write, etc.).

12 S people are able to understand other people's feelings and problems.

13 A people behave in an angry or violent way towards other people.

14 O people plan things well and don't waste time.

15 R people behave sensibly and can make good decisions on their own.

16 A people like visiting new places and having new experiences.

17 P people always think that bad things will happen in the future. – 32 p.

**3. Match the compound adjectives in bold to definitions a–j.**

1 *b* I'm not surprised Tomoko is so popular. She's very **good-natured** and easy to get on with.

2 Celine doesn't like anybody who's different to her. She's extremely **narrow-minded**.

3 I'm sure you could give up smoking. You're very **strong-willed**.

4 Jo is always extremely **bad-tempered** in the morning. She hates getting up early.

5 I really love looking after my sister's two children because they're so **well-behaved**.

6 I'd like Nagy to join our discussion group. He's very **broad-minded** and is interested in different people and cultures.

7 Bob needs to lose weight, but he's too **weak-willed** to go on a diet.

8 I think Lucia is **over-confident** about passing her driving test. She hasn't practised at all.

9 Sonia will do well in her exams. She's a very **hard-working** student.

10 It's quite difficult to be friends with Tony these days. He's a bit **self-centred** and hasn't got time for anyone else.

- a. not happy to accept new ideas or opinions different from your own
- b. naturally friendly and doesn't get angry easily
- c. behave in a quiet and polite way
- d. interested only in yourself
- e. too sure about yourself and your abilities
- f. very determined to do what you want to do
- g. always doing a lot of work
- h. happy to accept ideas and ways of life different to your own
- i. often annoyed, angry or impatient
- j. not determined enough to succeed in what you want to do

(Redstone, Chris and Clementon, Theresa with Cunningham, Gillie. 2013. P.201)

**2.3.2 Progress test** – 50 minutes – score 100 p.

**Level:** intermediate

**Course book:** *Face2face*

**1. Listen to Daisy and Wayne talking about shopping. Choose the correct words/phrases.**



1. It's *Wayne's/ Wayne's brother's /Daisy's* birthday next week.
  2. Wayne's brother likes travelling *independently/light/with friends*.
  3. Daisy *has been to the Amazon/has read Ed Stafford's book/has seen a documentary about Ed Stafford*.
  4. Daisy *quite likes/doesn't mind/doesn't like* shopping for clothes online.
  5. Wayne has just bought *a cottage in the country/a flat by the river/a terraced house near the park*.
- 8 p.

**2. Listen to part of a radio programme about a festival. Fill in the missing information.**

**Dates**

The festival takes place 1 *every year* on the 2 .....weekend in August. This year the festival begins on a 3 .....

**Prices**

Adults: cheapest tickets available until 4 ..... Children under 5 ..... are allowed in free.

Parking costs a maximum of  
6.....£ per vehicle. People arriving by 7  
.....can park for free.

### **Catering**

Food is available at the festival site and in the 8  
..... in the village. 14 p.

### **3. Choose the correct form of *make* or *do*.**

1. I love ...*a*.... nothing at the weekend.  
a. doing; b. to make; c. making; d. to do.
2. Don't .....a noise. The baby's asleep.  
a. to do; b. make; c. do; d. making.
3. Gary's very good at ..... excuses.  
a. making; b. doing; c. do; d. make.
4. My father usually ..... the washing-  
up.  
a. do; b. make; c. does; d. makes.
5. George, can you ..... me a favour?  
a. do; b. make; c. doing; d. done.
6. I couldn't ..... up my mind what to do.  
a. make; b. do; c. made; d. doing.
7. I think you're ..... progress this year.

a. doing; b. making; c. do; d. make.

8. Have you ..... your homework yet?

a. done; b. made; c. does; d. did.

9. Maria always ..... me laugh.

a. made; b. make; c. do; d. doing.

10. I ..... dinner for my family last Sunday.

a. done; b. did; c. made; d. making.

11. I'm ..... a course in photography.

a. Doing; b. making; c. done; d. made.

12. Have you ..... an appointment yet?

a. Done; b. made; c. doing; d. making.

13. I hate ..... the cleaning.

-12 p.

a. Making; b. doing; make; do.

**4. Fill in the gaps with these words/phrases:  
after, if, in case, before, as soon as, until, unless.**

1. I'll see you *after* I get back.

2. I'll stay here ..... I know that he's  
OK.

3. I think he'll leave his job ..... his  
boss gives him a pay rise.

4. He's going to buy a new car  
..... he gets his first month's salary.

5. I'll go to the party with you  
..... you come and pick me up.

6. I'm sure Frances will come to say goodbye  
..... she leaves the country.

7. Take a sandwich ..... you get  
hungry. -6 p.

**5. Fill in the gaps with the correct reflexive pronouns.**

1. My father likes to repair his car *himself*.
2. She often goes away on holiday by .....
3. We really enjoyed ..... at the festival.
4. My parents look after the garden .....
5. I often make my children's clothes .....
6. Are you going to Thailand by ..... ?
7. Please wash the car. It can't wash ..... !

8. We really know how to enjoy ..... -7 p.

**6. Put the correct form of the verbs in brackets.**

1. He 'll do(do) it today if he has(have) time.
  2. If we (not leave) now, we (miss) the plane.
  3. We (not be able to) get a flight unless we (book) it soon.
  4. I (tidy up) the house this afternoon if you (do) the shopping.
  5. If people (not do) enough exercise, they (put) on weight.
  6. I've nearly finished. I (call) you as soon as I (be) ready.
  7. If you (want) a relaxing holiday, (not go) to a big city.
  8. I (take) some sun cream with me tomorrow in case it (be) very sunny.
  9. If you (not know) what to do, you must (ask) a colleague.
  10. You (help) me if I (buy) you lunch tomorrow?
  11. They (not move) to London unless Bob (get) a job. -
- 20 p.

**7. Give a synonym for the words in brackets.**

1. He thought the film was *brilliant* (wonderful)
2. How do you p..... your lottery numbers?

(choose)

3. I'm very f..... to work here. (lucky)
4. Are you sit was him? (certain)
5. Staying at home on Friday night makes a p..... change. (nice)
6. Why are you looking so c.....? (worried)
7. My aunt is s..... of spiders. (frightened)
8. I'm quite s..... with my life at the moment.

(content)

9. I often c to my neighbours. (talk)
10. Didn't you think he was a..... a bit strangely? (behaving)
11. I'm very g..... to be here (pleased).
12. That house is absolutely h..... (enormous)
13. I met him b..... a..... on the train.

(accidentally)

14. We thought the meal was a..... (terrible)

-13 p.

8. **Fill in the gaps with these words/phrases:**

should, say, not a bad idea, one thing, what about, can I just, sounds like, have you thought, suggestion, not sure, should do, having.

**Lyn:** Bill's leaving the company next month. How do you think we 1 *should say* goodbye to him?

**Ted:** May I make a 2?

**Lyn:** Yes, of course.

**Ted:** How about 3 a surprise party for him?

**Rob:** Yes, that 4 a good idea.

**Lyn:** Sorry, I don't think we 5 that. He's quite shy and might not like being the centre of attention.

**Rob:** Yes, maybe you're right. 6 taking him out for a few drinks?

**Lyn:** I'm 7 about that. For 8, he doesn't like going to pubs.

**Zoe:** 9 say something here?

**Lyn:** Yes, of course.

**Zoe:** Well, 10 of asking him what he wants to do?

**Ted:** Yes, that's 11! -10 p.

**9. Tick the correct sentences. Change the incorrect sentences.**

make

1. I always do mistakes in my maths tests.
2. George and Fiona text themselves every day.
3. Soap operas really get on my nerves.
4. Their house is similar than mine.
5. We must to see that new Spielberg film.
6. Rose hasn't got much confident.
7. You haven't seen John recently, have you?
8. Our flat isn't as big than yours.
9. Are you doing anything this weekend?
10. I went to see my sister out at the station.
11. What were you doing when I called?

-10 p.

(Redstone, Chris and Clementon, Theresa with  
Cunningham, Gillie. 2013. P.250- 251)

### **2.3.3 Achievement test**

**1. Fill in the gaps with these verbs: go, do, chat, visit, tidy up, have, meet. You can use the verbs more than once.**



1. We usually ..... visit my cousins on Sundays.
2. I ..... sometimes to gigs at the weekend.
3. How often do you your flat?
4. I think I'll a quiet night in.
5. We hardly ever to art galleries.
6. I often a lie-in on Sunday mornings. 5p.

**2. Make questions with these words.**

1. How long / Eve / live / her flat?  
*How long has Eve lived in her flat?*
2. What / Nick / watch / at the moment?
3. What / happen / when you / get / home last night?
4. How many countries / you / visit / in your life?
5. What / Andrew normally / do / the weekend?
6. What / Tom and Anne / do / now?
7. Who / work / in Canada last summer?

6 p.

**3. Put the verbs in brackets in the correct form of the Present Simple or the Present Continuous.**

1. Many people *don't have* (not have) time to cook.
2. I ..... (not do) anything at the moment.  
How can I help you?
3. Your husband ..... (know) how to cook pasta?
4. In my country street food ..... (become) more popular.
5. .... you ..... (like) the mushroom pizza? I made it myself.
6. Steve ..... (not eat) chips at the moment because he's on a diet.
7. I ..... (spend) 20 minutes every day cooking my main meal.
8. These vegetables ..... (taste) delicious.
9. .... your mother (make) soup? It smells wonderful.
10. How much ..... you ..... (weigh)?

- 9 p

**4. Fill in the gaps in the conversation with these words and phrases:** the matter, a good idea, have

you tried, why you're upset, it's worth a try, I'd ask, why don't you might try that a bit of a problem, how awful, I've tried that, you ought to.

**John:** You look terrible, Lucy. What's 1 .....  
*the matter?*

**Lucy:** I've got 2 ..... I think I'm going to lose my job.

**John:** Oh no, 3..... ! What happened?

**Lucy:** My boss told me that he's disappointed with my work.

**John:** Oh, dear. I can see 4 ..... Are you working hard at the moment?

**Lucy:** Well, Mum's ill and I've had to have a few days off work.

**John:** So 5 ..... telling your boss about your mum?

**Lucy:** 6 ....., but he doesn't listen.

**John:** Hmm, 7 ..... write him an email?

**Lucy:** Well, 8 ....., I guess.

**John:** Maybe 9 ..... send it on Friday so he can think about it over the weekend.

**Lucy:** Yes, that's 10 .....

**John:** Also 11 ..... to talk to him about it on Monday.

**Lucy:** I 12 ..... Thanks, John. - 11p.

**5. Read the email. Choose the correct verb forms.**

Heidi Williams

Dear Heidi

I hope you're well. We 1 *arrived /'ve arrived* in Rio de Janeiro four days ago and we're having a great time here. 2 *Did you ever go/ Have you ever been* to Brazil? I 3 *came/'ve come* here four years ago for the Rio Carnival, and it's really great to be back. David 4 *never went/'s never been* to South America before and he 5 *already took/'s already taken* about a thousand photos! Since we arrived in Rio we 6 *met/'ve met* some really nice people, and yesterday we 7 *spent/'ve spent* the afternoon on Copacabana beach, which 8 *was/has been* very relaxing.

Oh, and guess what? We're doing a samba course! You know that I 9 *always loved/'ve always loved* samba, and when we 10 *got/'ve got* here I 11 *decided/'ve decided* that it was time to learn! We 12 *had/'ve had* our first class,

yesterday morning and I 13 *really enjoyed/’ve really enjoyed* it, although David 14 *found/has found* it quite difficult – he 15 *never took/’s never taken* dance lessons before and thinks he’s got two left feet!

Write soon!

Lots of love

Laura x

14 p.

**6. Tick the correct sentences. Change the incorrect sentences.**

*lost*

- 1 I’ve *been losing* my keys.
- 2 How was your travel to Scotland?
- 3 He’s been in India during three months.
- 4 Uli’s not here. She’s gone to the supermarket.
- 5 This is the first time I eat fish and chips.
- 6 This is a very touristic town.
- 7 That film was absolutely incredible!
- 8 You’re not supposed to wear jeans in the office.
- 9 You mustn’t wear a suit, but you can if you

want.

10 You went to France last year, haven't you?

11 Both of my brothers have got cars.

10p.

**7. Put the verbs in brackets in the Past Simple or the Past Continuous.**

A strange thing 1 *happened* (happen) to me while I 2 (travel) home on the train yesterday evening. When the train 3 (arrive) at my station, I 4 (stand up) and 5 (make) my way to the doors, just like any normal day. Then suddenly, while I 6 (get off) the train, a man 7 (run) past me and 8 (steal) my bag. He 9 (push) past all the other people who 10 (walk) along the platform and 11 (hurry) towards the exit. I 12 (start) running after him and shouted 'Stop, thief!' at the top of my voice – then I 13 (realise) that everyone 14 (look) at me.

When I 15 (get) to the ticket office, I 16 (see) that the thief 17 (lie) face down on the floor. Standing next to him was an old man holding my bag. "I 18 (hit) him with this," he 19 (say), waving his walking stick in the air. 18 p.

**8. A journalist is asking a local woman about the behaviour of young people. The woman is trying not to sound rude. Choose the correct words.**

**a.** What's your opinion (1) *in/ of* the teenagers in your area?

**b.** Well, (2) *perhaps/definitely* they (3) *must/can* be quite rude at (4) *sometimes/times*, particularly to older people.

**a.** What do they do exactly?

**b.** Well, (5) *some/any* of them tend (6) *laugh/to laugh* or make jokes when they see us.

**a.** Do many of them behave like that?

**b.** No, (7) *on/in* the whole, most of them are just a (8) *rather/bit* noisy.

**a.** Do they play loud music in the street?

**b.** Generally (9) *speak/speaking*, that only happens at weekends.

**a.** That's not very (10) *inconsiderate/considerate*, is it?

**b.** No, it's (11) *rather/absolutely* selfish, I think.

10 p.

**9. Rewrite these sentences with the words in brackets.**

1 I'm not as sensitive as him. (more)

*He's more sensitive than me.*

2 John is more adventurous than me. (less)

I

3 Julia and I are both 1.65 m tall. (as ... as)

I

4 I don't know anyone who's nicer than Jo.

(nicest)

Jo

5 My mobile isn't the same as yours. (different)

Your

6 His laptop is almost the same as mine. (similar)

My

7 Your handwriting is better than mine. (worse)

My

8 Leeds Castle is very beautiful. There isn't a more beautiful castle in England. (most)

Leeds Castle

7 p.



**10. Tick the correct sentences. Change the incorrect sentences.**

*go*

1. You must going home now.
2. I'm looking forward to see you.
3. The band did three encores.
4. My room's a lot more spacious than hers.
5. The police allowed him go home.
6. He'd already left by the time I got there.
7. They didn't used to go to gigs.
8. Children tend being quite noisy.
9. I was making lunch when he called.
10. Don't bother go to the museum.
11. Who wants to go to the cinema?

10 p.

(Redstone, Chris and Clementon, Theresa with  
Cunningham, Gillie. 2013. P.240-249)

### **3. Testing through games**

Not all kinds of games are good for testing students. For instance, cooperative games are not proper for testing individual skills. If we use games for testing students it is difficult to give marks because they are usually direct testing that means they are integrative.

On the other hand, using games as a way to test students' level of English has many advantages. Games reduce the level of stress and increase their motivation, developing creativity.

#### **3.1 Continuous assessment through games**

Students can be tested in a form of a game without being aware of it. This can reduce the stress involved by a test and students will feel free to do a certain task and develop their creativity. The teacher should have a notebook to write the continuous assessment of the students for vocabulary, grammar, pronunciation, spelling, writing, speaking, and listening skill.

### **3.1.1 Games for testing grammar**

This is a fun grammar revision activity which involves the whole class. Before the class, the teacher prepares a worksheet with 10 sentences on it, based on conditional clauses type one, two and three. Some of the sentences are correct English and some contain mistakes. The teacher photocopies one worksheet for each student. One worksheet is given to each student. They should read them and judge if they are correct or not.

Then they have £ 20,000 to spend on sentences they consider to be correct. The teacher acts as the auctioneer and sells the sentences one at a time. If they bid for incorrect sentences that means they can't detect the mistake.

When all the sentences have been sold, check the sentences with the class. The student with the most correct sentences wins. In the case of a tie, the student with the most money left wins. At the end of the auction, students correct the mistakes. They can get an extra point for identifying a mistake.

### **The results of the auction**

Although there is only one winner who gets a mark of 10, students can get points for their mark when the teacher evaluate them.

### **Betting on grammar horses**

**Level:** upper- intermediate

**The goal** of the game is to make a difference between infinitive and participle, to work in pairs and in a group and to predict some results.

Five students have to come in front of the classroom and be the “horses”. They will have to reach a group decision as to which sentences are correct and which are wrong. The rest of the class will receive copies of the first Grammar answer sheet and tells them not to communicate with the horses.

The students work in pairs and every pair has 1000 euros. They must bet on the “horses” and win if the sentences are correct. If they predict wrongly, they will lose their money. If they predict correctly, they will double their stake. This is the first of three rounds and that is why they shouldn't use all their money. They

prepare their bet by ticking the right sentences. Then they have to shout out the number of sentences and the amount of money they are betting.

The “horses” receive the first Grammar problem sheet and they have to decide in group which sentences are correct and which are wrong. They discuss in front of the classroom so that everybody can hear. They make up their mind in a four minutes time limit. They announce the class their final decision and they have to calculate whether they have lost their money or doubled it.

The procedure is repeated with two more groups of “horses”, using Grammar problem sheet problems 2 and 3.

### **Grammar problem sheet problem 1**

1. She dreads coming to class.
2. They delayed issuing the press statement as long as they could.
3. He resents to have to report to the police every day.
4. They can't afford to buy a new car.

5. She promised telling me her secret.

**Grammar problem sheet problem 2**

1. She refuses paying up.

2. They enjoyed to be praised.

3. Please avoid to use bad language.

4. He forgot buying a ticket.

5. He failed passing maths exam.

**Grammar problem sheet problem 3**

1. She threatened to make a fuss.

2. He deserves to be shot.

3. He denied eating the last piece of cake.

4. She wishes to ask you a favour.

5. He missed having somebody to dislike.

**Answers:**

**Grammar answer sheet 1**

1. Correct; 2. Correct; 3. Correct; 4. He resents having to report... 5. Correct.

**Grammar answer sheet 2**

1. She refuses to pay up. 2. They enjoyed being praised. 3. Please avoid using bad language. 4. Correct; 5. He failed to pass the maths exam.

### **Grammar answer sheet 3**

All sentences are correct. (Rinvolucri, Mario and Davis, Paul. 2010. P. 1-4)

#### **Observation sheet:**

This is a challenging game for my students because they had to apply their grammar knowledge and find out the possible grammar mistakes. It shouldn't be a matter of luck to bet on a certain "horse" because they should be sure about the correctness of the sentence. But for most of my students is a difficult task. They are not sure about the verbs followed by infinitive or -ing form.

There were three rounds. In the first case, students bet on the five sentences and only three of them won. One pair won 1600 euros for one correct sentence, while one pair won 1800 euros and another 2000 euros for the fifth sentence. In the second round most students lost their money on wrong sentences. Only one pair bet on the right sentence (4) and doubled their money to 2000 euros. In the last round, they were more reserved. The same pair as in the previous rounds won 2000 euros for sentence two and four and a pair won 1600 for sentence five and two pairs won 1800 euros for sentence

one and three. They didn't expect to have all five sentences correct. The "horses" gave good answers for most of the sentences because they discussed in group the sentences.

I think this is a motivational and challenging game for my students and they were ready to revise the grammar issues for the next time in order to know better and win a similar betting game. It was a good opportunity for me to give good marks for the first three winners.

### **3.1.2. Board race for different purposes**

**The aim:** to write down the antonym, using prefixes like un-, in-, im-, ir-, dis- or past tense and past participle forms of the irregular verbs.

#### **Procedure:**

After explaining the rules for making a negative with those prefixes, students are divided into two groups. They have to stand in two lines, each line being a team. They have to race to the blackboard and write down on their part of the blackboard, the corresponding antonym. After they finish, they have to run back to their team,



give the piece of chalk to the first colleague and go back to the line. The game continues with the first student in line until they finish all the words from the blackboard.

It is a movement game and this was a little noisy, but students were attentive and tried to do their best for the team. There were a few mistakes but students had the opportunity to correct words from the opposite team. They got one extra point for detecting and correcting a wrong word. It was a nice atmosphere and students were motivated to remember the negative form of those adjectives.

Similarly, the game can be done with the irregular verbs. The main advantage is that they all can be checked and there can three students who can write in the same time.

#### Procedure

All students have to stand up and they are divided into three teams. They go to the teacher's desk, pick up a picture with a verb and write the three forms of the verb on the blackboard. Each one has to say the past form and if he/she doesn't know the correct form he/she

has to sit down. The team with the most students standing up at the end is the winner.

The second step of the game is to give students a new challenge. They are given a word in past tense form and they have to find a word which rhymes with it.

Generally, students knew the past tense forms of the verbs, but about a third of them couldn't say a word. The second challenge was more difficult and only a few students could do the exercise.

### **3.1.3 Games for testing vocabulary**

#### **Vocabulary Growth**

**Level:** intermediate

The aim: revising adjectives and expressions

**Procedure:**

The class is divided into two teams. Students have to choose a representative for their team. They go to the corresponding blackboard and draw a tree with branches. Then they have to run to the blackboard in turn and write an adjective to describe a tree. They have to draw a leaf. First of all, they have two minutes to talk to

their team mates. The leaf with an inappropriate adjective will fall down. The team with the most leaves wins.

Comments:

The students were enthusiastic to draw and write adjectives in their tree. A few students couldn't write an adjective but they certainly draw a leaf for their colleagues. Most of the students knew how to describe a tree: yellow, green, tall, short, strong, colourful, flourished, symbolic, young, old, rich. There were some students who surprised us and came up with words like: impressive, majestic, straight.

This was a good start point for a discussion about character. We asked them to identify some of the adjectives which can describe people. For instance, they said that a straight person is an honest one and then they have to give a definition of honesty, and comment it. Then we asked them to give advice, inspired by a tree. Some of them were inspired to say: Stand tall! Be strong! Just relax! Stay focussed!

The next step of the lesson was to introduce some expressions to the class and let them guess the

meaning: barking up the wrong tree (making a mistake or a false assumption in something you are trying to achieve; as the twig is bent, so is the tree inclined (a grown person will act the way he or she was taught to act as a child); cannot see the wood for the trees (cannot perceive the overview or important things because of concentrating too much on details); Money does not grow on trees (it is not easy to get money); tree is known by its fruit (People judge your character by what you do).

The students worked in their teams of four and tried to fit the strips, the idioms or phrases with their meanings. It was challenging for some of them but a little difficult for the most. Only one team of five could find all the answers, two teams made two mistakes and the others made three mistakes. We consider this a good method to involve students even in a difficult task.

### **Hot seat**

This revision activity revises vocabulary taught on the course through a lively, enjoyable team game. We place two chairs or 'hot seats' in the front of the

classroom facing the students, one chair on each side of the classroom. Then we divide the class into two teams. One member of each team comes and sits in the hot seat.

The teacher writes a word/phrase that you want to revise on the board. The students in the hot seats are not allowed to look at the words/phrases. Each team tries to convey the meaning of the word/phrase in any way they can (definition, mime, synonym, etc.) without saying or spelling the word/phrase.

The first student in the hot seats who says the correct word/phrase gets a point for his/her team. Mark each team's points on the board. After they have tried to guess a few words, ask the students in the chairs to change places with other members of their team. The activity continues with different students in the hot seats.

The team that gets the most points wins. The student who guessed the word gets one point in the teacher's assessment sheet. Students are very attentive and use their imagination either to mime, or to make connections and give the right answer. The students who are not so good at language tried to mime the words. Others gave synonyms and the rest explain the meaning

of the word. They can be encouraged by the teacher and award with extra points for right explanation or synonyms or antonyms.

### **3.1.4 Game for testing writing and spelling**

This game is design to assess abilities to write and spell the words from the last lesson. The class is divided into two teams and they have to line up in front of the board. The teacher draws a line down the middle of the board and writes the topic *healthy food* at the top. The students must then write as many words as you require related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

Another possibility for testing writing skill and grammar is giving students a possibility to write the past tense and past participle of some important verbs. The teacher writes two columns of infinitive verbs on the blackboard. In turn, students have to run to the blackboard and write the two forms. If they are correct, they get two points. Each team should hurry up in order to finish the list first and win. After the list is complete, each them has an

opportunity to correct the other team's list and if they could win extra points for their team.

This is a very simple way of testing all students in a very short time and they can gain points for their final mark. If they do not win, they have a minus point in the teacher's notebook. They can cancel this if they get a point next time.

We applied this kind of assessment to our classes and observed that students are more motivated to learn and prepare themselves continuously.

### **Game for testing reading comprehension and writing - Paragraph construction**

**Level: intermediate**

**Aim:** to write a simple paragraph about Jane Austen

This is a mixed skill activity with reading comprehension and writing task for intermediate learners. It is suggested by Harmer (2007: 57).

The game is based on a 'substitution-drill' style of procedure to encourage students to write a paragraph

which is identical with the one they have just read.

Students read the following paragraph:

William Shakespeare is one of the most famous English playwright. He was born in Stratford-on-Avon in 1564, but lived a lot of his life in London. He wrote 37 plays including Hamlet, Romeo and Juliet, Henry V, and Twelfth Night. He died in Stratford-on-Avon in 1616.

After the teacher has made sure that students understood information about Shakespeare, students are given the following table of information and ask to write a similar paragraph about Jane Austen:

Name:	Jane Austen
Occupation:	one of England's most famous writers
Date of birth:	1775
Place of birth:	Stevenson, Hampshire
Lived:	Bath and Southampton
Examples of work:	6 novels, including Emma and Mansfield Park
Died:	1817



It was an interesting exercise for students to write a paragraph having a model and information about Jane Austen. This was an easy exercise for most of the student. Some of them needed help and only a few couldn't write anything.

### **3.1.5 Games for testing speaking**

'Find someone who' can be a way of observing students speaking but it is noisy. The teacher photocopies one worksheet for each student.

He/she gives each student a copy of the worksheet and explains that they are going to try to find someone in the class who answers *yes* to each question. Focus students on the example. Students work individually and write the other nine questions.

Students move around the room and ask their questions. If students are not able to leave their seats, they should ask as many students as they can sit near them. When they find a student, who answers *yes* to a question, they write the student's name in the second column on the worksheet. Students then ask a follow up question based on the prompts in the third column. Encourage students to talk

to as many different people as possible. Students only need to find one person who answers *yes* to each question.

Demonstrate this stage of the activity with the whole class before students begin. With a low-level class you may also want to check the follow-up questions with the class before they begin.

When students have finished, they work in pairs and tell their partners what they have learned about their classmates. Finish the activity by asking each student to tell the class two interesting things they have found out.

**Find someone who ...**

1. ... often chats to friends online.

**Question:** *Do you often chat to friends online?*

Who / chat to?

2. ... went to a concert last weekend.

**Question:**

Who / see?

3. ... is reading a good book at the moment.

**Question:**

What / read?

4. ... went to an art gallery last month.

**Question:**

What / see?

5. ... has had people round for dinner this month.

**Question:**

What / cook?

6. ... goes out for a meal most weekends.

**Question:**

Where / go?

7. ... had a lie-in last weekend.

**Question:**

What time / get up?

8. ... is trying to get fit at the moment.

**Question:**

What / do?

9. ... met up with friends last week.

**Question:**

What / do?

10. .... has tried a dangerous sport.

**Question:** Which / try?

We tried this activity in the class and there are some points here to discuss.

First of all, the teacher should write in the observation sheet of each student how well he/she managed to ask correct questions for his/her classmates. It is true that students are moving all around the class and it is a little noise and disturbance but they are actively involved to fulfil the task in a percentage of approximately 69.

### **3.1.6 Game for testing listening skill**

This is an interesting activity because students can see while they are listening for some items of information. Students listen to a conversation in a video from Face2face DVD – Upper Intermediate. They have to write down the topic: Evening classes. Then, they have to draw a table with two columns one connected with Sophie and the other connected with Chloe. Their task is to listen carefully and to write down as many words as they can hear in connection with each character evening classes. The student who wrote the most words is the winner.

The second challenge is to watch and listen again and answer some questions.

1. How long ago did Chloe and Sophie last meet up?

2. What did Chloe have to do in her last creative writing class?
3. Why did she decide to do a photography course?
4. Why does she find the evening classes helpful?
5. What does Sophie do on Friday evening?
6. How long is Sophie going to be in the US?

The first part of the test is a challenge for students to test their listening skills being in a contest. They work individually and write on a sheet of paper as many words as they can detect and then select them into two categories. This is a double challenge. Students are motivated to watch and listen carefully. They can gain some points which can be added to the second part of the test.

### **3.1.7 Game for testing reading skill**

#### **Reading paragraphs**

**Level:** intermediate

**Aim:** to read for general comprehension

#### **Procedure:**

The class is divided into five teams. Each team receive a worksheet and their task is to read an article

and choose the right answer. The article is divided into five paragraphs and they are hung on the board. Students have to run to the board in turns, read an article, run back and answer to the corresponding question. Each student has to write his name to the given answer so that the teacher could check each student comprehension. The first team to finish and have chosen correct answers is the winner.

Students read their paragraph and choose the correct answer to a multiple-choice exercise.

**1. Some governments want to measure...**

- a. people's health.
- b. only economic aspects.
- c. different aspects of people's lives.

**2. The data show that...**

- a. wealthy people are the happiest.
- b. people in Britain have got happier.
- c. although some people have got richer, they have not become happier.

**3. According to the article, our happiness is probably linked to ...**

- a. the people in our social circle
- b. our possessions.
- c. our standard of living.

**4. In Bhutan, the government...**

- a. controls parts of the media.
- b. plans to start measuring happiness.
- c. encourages globalisation.

**5 Some educational institutions are trying to improve people's happiness by...**

- a working with governments.
- b teaching well-being to children.
- c working with families.

**6 According to the article, ...**

- a. the state should take responsibility for happiness.
- b. the governments' plans will definitely improve people's happiness.
- c. the happiness industry is likely to expand in future.

## **The happiness industry**

1. Usually a country measures its success by economic growth, but these days many governments, including those of the UK, France and Canada, are interested in measuring a nation's well-being by having a 'happiness index'. The index is designed to measure aspects such as quality of life.

2. Richard Layard, a professor at the London School of Economics and author of *Happiness: lessons from a New Science*, believes 'the best society is one where the people are happiest'. But what makes us happy? According to Professor Layard, surveys have shown that in the past 50 years 'average happiness has not increased at all in Britain or in the United States – despite massive increases in living standards. Similar surveys around the world indicate that some of the poorest countries have the highest levels of happiness. This might suggest that being happy isn't about the things we own, but about how we live our lives and the quality of the relationships we have with other people and with nature.



3. The Himalayan Kingdom of Bhutan has measured its people's 'gross national happiness' since 1972 and the results have influenced the government's policies ever since. For example, television was banned until 1999 and there are still strict government controls on the amount of advertising for children. These measures aim to preserve and promote traditional cultural values, which some people believe contribute to the nation's happiness.

4. The relatively new science of happiness has become a popular academic subject around the world. More than 200 institutions either have research institutes or offer courses in positive psychology, which seek to maximise happiness for individuals and society. Some schools in the UK are even giving lessons on well-being, based on positive thinking, dealing with problems in the home, relaxation techniques and meditation.

5. Many people believe happiness to be personal and the responsibility of the individual, not the state. However, nothing is going to stop the growth of the happiness industry as governments try to improve 'general well-being' alongside the national economy.

(Redstone, Chris and Clementon, Theresa with  
Cunningham, Gillie. 2013: 217)

### **The advantages**

The main advantage of the game is that all students from the class are involved and have to read something. More than that, they are in a contest and focus on their task more than in a traditional reading. The second advantage is that students try their best to understand what they read and do the task for their team, developing team work. Thirdly, they try not to lose time and read for a certain purpose.

The results: 61 % of the 80 students answered correctly and get one point on the teacher notebook. After this game, we can conclude that students were motivated to read from the very beginning, they were perseverant and tried their best to fulfil their tasks until the end of the game. As a result, we can say that they were interested in reading and understand the meaning of the paragraphs.

### **3.2 Progress test**

#### **Who wants to be a millionaire?**

The aim of the game is to review vocabulary and grammar, taking part in a quiz to win up to one million. We consider that this is a motivational way to involve students doing a test. This can be converted into advantages or even a mark. There are 15 multiple-choice questions and they have one minute to choose the right answer and write it down, each question having a certain value. We used this game to the high school course book *Face2face*, Upper intermediate level, as a progress test after the first two units of the book.

Each student will receive the written quiz and they have 15 minutes to write down the correct answers. The test will be corrected by the teacher and each correct answer could bring a chance to win a bigger amount of “money”. If a student answers a question incorrectly, then all of their winnings are lost, except that the £1,000 and £32,000 prizes are guaranteed: if a player gets a question wrong above these levels, then the prize drops to the previous guaranteed prize.

Here is an example of this contest:

### Who wants to be a millionaire?

1. I'm not interested in politics.

- £ 100

- a) in
- b) on
- c) at
- d) with

2. He is aware of his talent.

- £ 200

- a) in
- b) of
- c) by
- d) with

3. Money paid by a university to a student with high marks: - £ 300

- a) scholarship
- b) fees
- c) student loan
- d) tip

4. A short piece of writing on a particular subject:

- £ 500

- a) a progress report
- b) an essay
- c) a dissertation
- d) an assignment

5. Choose the correct sentence:

- £ 1.000

- a) More people are speaking English than any other language. (guarantee amount)
- b) The way people study English is changing.
- c) English has become an international language in business.
- d) The future of English is belonging to non-native speakers.

6. The correct sentence is: £

2.000

- a) We stopped to have a meal and then we continued.
- b) I remember to spend a lot of money on that suit.

- c) He encouraged his sister to going to University.
- d) I don't mind to work late at night.

7. What is the wrong interrogative sentence?

- £ 4.000

- a) Do you think we will finish the work in time?
- b) You are going to University, aren't you?
- c) Is he a good friend of yours?
- d) Have you finish your essay yet?

8. My mother spends her money on clothes.

-

£ 8.000

- a) ever
- b) most of the time
- c) always
- d) once in a while

9. Every morning I take a shower.

- £ 16.000

- a) use to
- b) was used to
- c) am used
- d) am using

10. He ..... getting up early in the morning. - £

32.000 (guaranteed amount)

- a) Used
- b) is used to
- c) get used
- d) used to

11. A polite way of agreeing: -£

64.000

- a) Well, I can't argue with that.
- b) Oh, do you think so?
- c) I'm still not convinced.
- d) I see what you mean but it's much better...

12. Somebody who has the first degree in a university.

-£ 125.000

- a) an undergraduate
- b) a student
- c) a graduate
- d) a postgraduate

13. A teacher with the highest level in a university

-£ 250.000

- a) a tutor
- b) university teacher
- c) professor
- d) a lecturer

14. The highest university or college degree

-£ 500.000

- a) a Master's
- b) a Ph D (a philosophy doctor)
- c) a university degree
- d) a post graduated

15. If we hadn't had any money, we a new car.

-£ 1.000.000

- a) wouldn't have bought
- b) wouldn't buy
- c) could buy
- d) would have bought.



We consider that traditional tests have some drawbacks, the results depending on the emotional and physical mood of the student. If a student gets a low mark, it would be better for him to have a second chance. Being involved in this contest, students can win some money and then convert them into a mark or different advantages. Here is the list of prices:

- £1.000 – the student can be forgiven for a missing homework
- £10.000 – the student can get one more point for a conventional test
- £30.000 – the student can let out a task in a conventional test, without being penalized
- £50.000 – the student can get two more points for a conventional test
- £100.000 – the student can get three more points for a conventional test
- £500.000 – the student can delay a conventional test for a week
- £1.000.000 – the student can get a mark of 10

The contestants are allowed to spend their money on any category they want or they can cumulate them with the amount of money they win in another contest like this.

### **The results of our test**

We applied this game combined with traditional tests to three classes of students. This means 87 students. In a period of two months, 91, 95% (80 students) of them won at least £1.000, which means they are really interested in winning some advantages and this game can stimulate their interests to improve their knowledge.

71, 26% (62 students) used their money for getting extra points for their conventional tests. This means that most of the students need this second chance. Nevertheless, only 8, 04% (7 students) chose to delay a test, which suggests that delaying a test is not such a big favour for most of the students.

29, 88% (26 students) asked to be forgiven for a missing homework. It is quite a high percentage, which reminds us that students do not really enjoy doing their homework constantly. On the other hand, 13, 8% (12 students) bought the advantage of eliminating a task from a test. We consider this a low percentage, which means that

the conventional tests are rated at a medium level, all tasks are accessible and challenging.

### **3.3 Blockbuster as an achievement test**

This activity is aimed to review of lessons 1A–3D – *Face2face* –intermediate level. The teacher has to photocopy one board for every four or six students in the class. We photocopy one Team A question sheet for half the number of students in our class and one Team B question sheet for the other half. We also need a counter for each team. See appendix 2 for the board.

**Procedure:** The teacher divides the class into two teams: team A and team B. he/she gives each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team’s question sheet.

Each team chooses a leader who puts a counter on their ‘home square’, which is marked with A or B. The object of the game is to move your team’s counter to the other team’s home square. Each team can only move one

square at a time, and can only move to a square which has a side that is touching the square they are on.

The teacher tells students that G = grammar, V = vocabulary, M = mystery question and T = talk about. When a team lands on a G, V or M square, the other team reads out a grammar question, a vocabulary question or mystery question from their question sheet. Students read out the questions on their question sheet in number order. The other team has to answer in turns correctly in order to stay on the square. (Note that the answers are in brackets on the question sheet.) If a team gets the answer wrong, they must move back to their original square and they must move to a different square for their next go. If a team lands on a T square, the student must then talk about the topic for 30 seconds without stopping.

The team that gets to the other team's home square first is the winner. It is advisable to demonstrate this game on the board before the start. If one group finishes early, they can take turns to ask and answer the remaining questions on their question sheets.

## Team A worksheet

### G -Grammar

1. Correct this question: How many countries have you been visiting?

*(How many countries have you visited?)*

2. Choose the correct verbs: You *mustn't/don't* have to wear a suit, but you *should/can* if you want. (*don't have to, can*)

3. Fill in the gaps in this question: What ... they talking ...?  
(*are, about*)

4. Which of these are state verbs? prefer, cook, happen, want, understand, watch (*prefer, want, understand*)

5. *For* or *since*? a. two years; b. last week; c. ages (a. *for* b. *since* c. *for*)

6. Make this sentence negative: Both of them like football.  
(*Neither of them likes football.*)

7. Which word is not correct? Has she *ever/yet/just* emailed you? (*yet*)

8. Say the question tags: a. You're Tim, b. He called you,  
(a. *aren't you?* b. *didn't he?*)

9. Choose the correct verb form: Have you tried *talk/talking*  
to him about it? (*talking*)

### **M -Mystery**

1. What is the most important reason for happiness? (*our genes*)

2. In which countries do Megan and Clive work in the  
tourist trade? (*Canada, The UK*)

3. Which cure for insomnia hasn't Kevin Wells tried?  
(*sleeping pills*)

4. What really drives Michael crazy? (*talking to call centres*)

5. Which street food festival did Steve blog from? (*The L.A. Street Food Festival.*)

6. Who wrote *In Praise of Slow*? (*Carl Honoré*)

### **V - Vocabulary**

1. Say the strong adjectives: a. cold; b. tired; c. small (a. *freezing*; b. *exhausted/shattered*; c. *tiny*)

2. Which preposition is proper for? a. worried; b. keen; c. angry someone. (a. *about*; b. *on*; c. *with.*)

3. Say the missing words: a. take; b. sleeping; c. be a sleeper (a. *pill*; b. *light*; c. *heavy*)
4. Fill in the gaps in these phrasal verbs: a. Could you look ..... my cat? b. I saw my brother at the airport. (a. *after*; b. *off*)
5. Choose the correct verbs: a. *meet/take* deadlines; b. *take/work* overtime; c. *take/be* a workaholic. (a. *meet*; b. *work*; c. *be*)
6. Say the adjectives for these nouns: a. fashion; b. tradition; c. adventure. (a. *fashionable*; b. *traditional*; c. *adventurous*)
7. Fill in the gaps with *travel*, *get* or *go on*: a. into a car; b. business class; c. a cruise (a. *get*; b. *travel*; c. *go on*)
8. Which adverb? a. *fairly/really* brilliant; b. *incredibly/absolutely* hot (a *really* b *incredibly*)
9. Spell these words: delicious, calm, gorgeous.

### **T -Talk about**

1. Talk about things that make you happy for 30 seconds.
2. Talk about sleep for 30 seconds.
3. Talk about street food in your city or country for 30 seconds.

4. Talk about a country you've been to, or would like to go to, for 30 seconds.
5. Talk about the rules at the place where you work or study for 30 seconds.
6. Talk about places for tourists to visit in your town, city or country for 30 seconds.

### **Team B question worksheet**

#### **G -Grammar**

1. *For* or *since*? a. 2008; b. ten minutes; c. ages (a. *since*; b. *for*; c. *for*)
2. Say the question tags: a. You haven't seen him, b. She works here, (a. *have you?* b. *doesn't she?*)
3. Make this sentence negative: All of my friends work. (*None of my friends works.*)
4. Which are state verbs? play, own, blog, seem, believe, spend (*own, seem, believe*)
5. Correct this question: How often are you coming here? (*How often do you come here?*)
6. Choose the correct verb form: It's not worth *to go/going* to the museum. (*going*)
7. Fill in the gaps in this question: Which company ... he work .....? (*does or did, for*)



8. Which word is not correct? Frank has *already/just/still* arrived. (*still*)
9. Choose the correct verbs: Jo *is supposed to/is allowed to* be here by now. I think we *can/ought to* call her. (*ought to*)

### **M- Mystery**

1. Where did Shelley and William go on their volunteerism holidays? (*Nepal, Grenada*)
2. Name the three types of street food that Steve blogged about. (*Pad Thai, satay, burritos*)
3. Which football team do Charlie and Daniel support? (*Manchester United*)
4. In which city was the first Laughter Yoga Club? (*Mumbai/Bombay, India*)
5. Who started the Lonely Planet publishing company? (*Tony and Maureen Wheeler*)
6. Why is Charlie very tired at work? (*Because his son, Harry, wakes up a lot in the night.*)

### **V - Vocabulary**

1. Say four ways of cooking. (*grill, barbecue, boil, fry, stir fry, bake, ...*)
2. Which verb? a. *do/make* yoga; b. *do/have* a lie-in; c. *do/make* exercise (a. *do*; b. *have*; c. *do*)
3. Say the strong adjectives: a. frightened; b. dirty; c. big (a. *terrified*; b. *filthy*; c. *huge /enormous*)
4. Which preposition? a. fed up, b. bad, c. angry ... something (a. *with*; b. *at*; c. *about*)
5. Fill in the gaps with *travel, get* or *go on*: a. a trip; b. light; c. a taxi home (a. *go on*; b. *travel*; c. *get*)
6. Say the missing words that mean *very*: a. be asleep; b. be awake (a. *fast*; b. *wide*)
7. Fill in the gaps in these phrasal verbs: a. We set at midday. B. I picked her at the airport. (a. *off*; b. *up*)
8. Say the nouns for these adjectives: a. kind; b. popular; c. important. (a. *kindness*; b. *popularity*; c. *importance*)
9. Spell these food words: lettuce, peaches, lamb

### **T -Talk about**

1. Talk about things that drive you crazy for 30 seconds.
2. Talk about things that make you laugh for 30 seconds.

3. Talk about a job you've done or would like to do for 30 seconds.
  4. Talk about a holiday you'd like to go on for 30 seconds.
  5. Talk about food you like or don't like for 30 seconds.
  6. Talk about someone you've met recently for 30 seconds.
- (Redstone, Chris and Clementon, Theresa with Cunningham, Gillie. 2013: 166)

This game gives an opportunity to each student to answer a grammar, vocabulary, speaking or information question. It is their individual chance to gain extra points for their final mark. For mystery questions, students can have two minutes to look for the answer on their lessons from the students' book.

#### **4. The results**

Grammar questions were the easiest for students, their answers being correct for 81% of them. Vocabulary questions were answered correctly in a proportion of 78, while mystery and talking were accomplished in a less proportion of 65 % and 59 %.

Students answered in turns and were very excited about their individual tasks. The game was a fun and most

of the students focused on their task. It was a great challenge for each team so the students are very attentive to their colleagues' answers and also each of them tries to do their best for the team. The teacher marked each student' answer and added some extra points to the conventional achievement test. This is another reason for students to be involved in a game like this.

## **5. Conclusions**

We can conclude that testing through games can be an alternative way to the traditional testing. Though there should be some remark besides testing through games.

Firstly, we should know that not all the games are appropriate for testing. Cooperative games are not so exact way of measure for testing individual level of knowledge.

Secondly, games can be a way for continuous assessment but only for marking with points for a specific skill. The teacher should have a notebook where she can write students' performance for each of the skills.

The last but not the least, the teacher can stimulate students to revise some lessons in order to play a game and as a result, to get extra points to a progress test.

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The aim of this study is to find out some creative ways of testing and compare them with traditional ways. There are some advantages in this manner of testing. First of all, it reduces the amount of stress so that students can feel free to express what they have already known in a natural and creative way. Secondly, we would connect our untraditional method of teaching English through games and songs to an unconventional way of testing.



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