**Make and Play Your Board Game**

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| **CEFR Level and Skill(s):** | A1 Writing |
| **CEFR Competence(s) Aimed at:** | Written communication into action (dialogues, text messages and chat) |
| **Art form(s) Exploited:** | Arts and Crafts |
| **Duration of the Activity:** | 90 minutes (suggested as 2 forty-five-minute sessions) |
| **Materials and Equipment Needed:** | A printed board game template for each group (See Appendix 1), a printed list of the text messages with the full forms of each message in correct English (See Appendix 2), a 6-sided dice for each group, pens, pencils, coins, stickers and crayons (optional) |
| **PROCEDURE**  **SESSION ONE**   1. As a preparation task, the teacher writes some text messages on the board. The messages should represent the common characteristics of text messages, for example using abbreviations, symbols, letters or numbers instead of words (See the suggested list in Appendix 2). 2. The teacher reads aloud the messages on the board and asks the students whether they are correct/standard English. After getting the answers, the teacher writes the full forms of the messages in correct English in mixed order. The students are asked to match the text messages with their full forms. The teacher gets the answers and gives the students the tips for writing text messages or chatting (See Appendix 3).   **SESSION TWO**   1. The teacher divides the students into groups of 4-5, and chooses a student as the referee in each group. S/he gives each group a board game template and a dice. Each player is given a coin to move on the board during the game. The list of the text messages with the full forms of each message in correct English is given to the referee. 2. Then, based on the instructions given by the teacher, each group starts to make their board game. In two squares in the board game template, the students write “Go forward two spaces”. In two squares, they write “Go back two spaces”. In two squares, they write “Miss a turn”, and in two squares, they write “Have another go!”. In all the other squares, the students write a text message from the list. They can decorate their board games as they like. For example, they can use stickers in some squares or draw some pictures. Now the board game is ready. 3. Each student in the group rolls the dice to see who starts the game and then they start to play. Players roll the dice on each of their turns. The dice determines how many squares the player moves his/her coin. 4. When a player lands on a text message, s/he is supposed to provide the full form of the message in correct English. The referee checks whether the answer is correct. If it is not correct, the player goes back to the START square. While the students are playing the game, the teacher makes sure that all the students are monitored. 5. The first person to reach the FINISH square is the winner. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | The activity is suitable both for small and large groups.  Based on the lesson objectives, this activity can be adapted to practise writing dialogues, dialogue completion or response to a situation. |
| **Prerequisites for the teacher :** | Not applicable |
| **Source(s) / Useful links:** | Inspired by  [https://learnenglishkids.britishcouncil.org](https://learnenglishkids.britishcouncil.org/)  [https://learnenglishteens.britishcouncil.org](https://learnenglishteens.britishcouncil.org/) |

**Appendix 1**

In two squares, write “Go forward two spaces”. In two squares, write “Go back two spaces”. In two squares, write “Miss a turn”, and in two squares, “Have another go!”. In all the other squares, write a text message from the list.

Now play! When you land on a text message, provide the full form of the message in correct English. The referee checks whether the answer is correct. If it is not correct, go back to the START square. The first person to reach the FINISH square is the winner!

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| FINISH! | **22** | **21** | **20** | **19** | **18** |
| **17** | **16** | **15** | **14** | **13** | **12** |
| **11** | **10** | **9** | **8** | **7** | **6** |
| START! | **1** | **2** | **3** | **4** | **5** |

**Appendix 2**

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| 2 (to)  4 (for)  R (are)  U (you)  C (see)  b (be)  U 1 2 go? (Do you want to go?)  L8R (Later)  GR8 (Great)  CU (See you)  @ (at) | CU @ 6 (See you at six)  CU L8R (See you later)  Do U 1 2 meet? (Do you want to meet?)  U look GR8 2day (You look great today)  Call me b4 lunch (Call me before lunch)  IDK (I don’t know)  Thx (Thanks)  How R U? (How are you?)  Lol (Laughing out loud)  <3 (heart)  X (kiss)  X0 (hug and kiss) |