

JETSTREAM & TURBULENCE

This is a modified version of “Snakes and Ladders”

Time: 30 – 40 minutes

Level: All (just use appropriate cards!)

Materials:

- 1 board for every group (3 -4 students per group)
- One set of cut up cards, placed face down on the table, for every group
- one die
- one counter for every student (each student could use a different coin)

Instructions:

1. Give each group of students a board and a set of cards
2. Each student puts their counter on the start square
3. Explain that the aim of the game is to move towards the finish square. Also explain that some of the sentences on the cards are correct and some are incorrect.
4. The first player throws the die and moves the corresponding number of squares. If they land on a white square, they stay there and that is the end of their turn. If they land on a colored square, they must take a card and decide if the sentence is correct or incorrect; if they think the sentence is incorrect, they must try to correct it. The other members of the group act as the jury and decide if the player’s judgement is right or wrong. If most of the group believes the player’s judgement is correct, the player can move forward another three squares; if they believe the judgement is incorrect, the player must move back three squares. The turn now goes to the next player.
5. If the player lands on the tail of a Jetstream, they can “ride the Jetstream” to the top of the Jetstream. If a player lands on the top end of turbulence, they fall down to the bottom end of the turbulence.
6. The first student who gets to (or past) the finish square is the winner.
7. If the group ends up discussing all of the cards before getting past all the colored squares, they play the remaining squares as though they were white squares.
8. If a person believes their group is wrong about one of the sentences, the card should be put aside for class discussion and teacher explanation at the end of the game.
9. The teacher may have to field questions in the beginning about how to play the game. Once the students fully understand and are engaged in playing, monitor for any instances where the group agrees on a wrong verdict. Don’t say anything or interrupt them when this happens; wait until the game is over and take up these issues as a class after. It is important not to give students answers while they are playing as this will ruin the game; the value of the game is students reviewing their knowledge and defending their positions.
10. When most groups have finished, stop the game and take up the problematic sentences. Before giving answers, try to get the class to work out the actual answers.

Variations

1. You could treat this as a self-guided review activity and give blank cards to groups. Tell them that they want to review grammar and/or vocabulary that you have recently learned and that they should write sentences on the cards with that language on them, some correct and some with mistakes. The groups switch cards with each other and play the game with the other group’s cards.
2. Take sentences from students’ writing (homework or work done in class) or things students said in class. Have some examples with mistakes and some without. Put each sentence on a card and have the students play using these cards.

