

Activity Type

Grammar, Vocabulary, and Speaking Game: answering quiz questions, freer practice (group work)

Focus

Writing exam preparation

Aim

To review key writing concepts by answering quiz questions in different categories.

Preparation

Make one copy of the game sheet.

Level

Intermediate (B1)

Time

30 minutes

Introduction

In this Jeopardy-style writing exam preparation game, students review key writing concepts by answering quiz questions in different categories.

Procedure

Divide the students into four teams.

Each team chooses a team name.

Draw or display a six-by-six table on the board.

Write point values from 100 to 500 in the first column and the following categories along the top: essay structure, grammar, vocabulary, transitions, and common mistakes.

Explain that the categories represent the different question types, and the points value indicates the level of difficulty.

Start by choosing a square to begin the game, e.g. essay structure 100.

Read the quiz question to the class.

The first student to put up their hand and give the correct answer wins that square for their team.

Write the winning team's name in the square.

If a student gives an incorrect answer, their team is out of the round and can only answer again if all the other teams give a wrong answer.

The winning team then chooses the next square, and all the teams race to answer as before.

The team with the most points at the end of the game wins.

(answer key on the next page)

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Answer key

Essay Structure

- 100: The introduction
- 200: False
- 300: Compare and contrast essay
- 400: The thesis statement
- 500: Possible answers: offer a final thought, make a call to action, leave a thought-provoking question, suggest further research, etc.

Grammar

- 100: Wrote
- 200: *Its* is a possessive pronoun, and *it's* is a contraction of *it is*.
- 300: The professor has taught courses on economics.
- 400: The experiment was conducted by the researcher.
- 500: Possible Answers: According to John Adams, further research is needed. / John Adams suggests further research is needed.

Vocabulary

- 100: Solution
- 200: Explanation
- 300: Process
- 400: *Interested* describes a person feeling interest, and *interesting* describes something that causes interest.
- 500: Possible answer: To study or examine something in detail, e.g. This essay will analyse the impact of social media on teenagers.

Transitions

- 100: Any two: In conclusion, To sum up, Finally, To conclude, etc.
- 200: Whereas
- 300: For instance, Such as, etc.
- 400: Possible answer: Furthermore, studies show that exercise can improve mental health.
- 500: Possible answer: They help to show connections between ideas and improve the flow of the essay.

Common Mistakes

- 100: The results of the experiment show a clear trend.
- 200: On the one hand, scientists think the project will...
- 300: Many people were affected...
- 400: Possible answers: The theory was accepted, but it received some criticism. / Although the theory was accepted, it received some criticism.
- 500: Possible answer: Researchers claim it is significant.

Points	Essay Structure	Grammar	Vocabulary	Transitions	Common Mistakes
100	What is the name of the first paragraph of an essay?	What's the past simple form of the verb <i>write</i> ?	Which word is not a synonym for 'problem'. a. Issue b. Solution c. Challenge	What two transition words or phrases can you use to start a conclusion?	Correct the mistake: 'The results of the experiment shows a clear trend.'
200	True or False: A topic sentence comes at the end of each paragraph.	Explain the difference between <i>its</i> and <i>it's</i> .	What's the noun form of the verb <i>explain</i> ?	Which of these words shows contrast? a. Moreover b. Whereas c. Similarly	Correct the mistake: 'On one hand, scientists think the project will...'
300	What type of essay requires you to examine the similarities and differences between two subjects?	Change this sentence to the present perfect: The professor teaches courses on economics.	Which word is not a synonym for 'impact'. a. Result b. Process c. Effect	Give two phrases you can use instead of 'For example.'	Correct the mistake: 'Many people were effected...'
400	What do we call the last sentence of an introduction paragraph?	Change this sentence to the passive voice: 'The researcher conducted the experiment.'	Explain the difference between <i>interested</i> and <i>interesting</i> .	Create an example sentence that correctly uses a transition word or phrase to add information.	Correct the mistake: 'The theory was accepted, it received some criticism.'
500	Name one thing the last sentence of a conclusion paragraph should do.	Change this sentence to reported speech: John Adams: "Further research is needed."	What's the meaning of the verb <i>analyse</i> , and give me an example sentence using the word.	Why are transition phrases important in academic writing? Give two reasons.	Correct the mistakes in academic style: Researchers say it is a big deal.