



A toolbox for English and foreign language teachers

NORWEGIAN  
BOKMÅL



# Words & grammar

## The Building Site



FREMMEDSPRÅKSENTERET  
NORWEGIAN NATIONAL CENTRE FOR ENGLISH AND OTHER FOREIGN LANGUAGES IN EDUCATION



# Tips on Learning Words and Grammar

*The Building Site* is a booklet that provides practical and simple tips about activities that can be used when teaching words and grammar in English and foreign language lessons. The tips are designed so that pupils and teachers can use them without having to make a lot of preparation, while they can also be adapted to different situations, skill levels, and needs. Many of the tips also encourage pupils to influence the design and content of the activities. The booklet primarily emphasises the learning of words and grammar, but pupils get to use other skills too. They must listen, read, and talk along the way – and not least collaborate with other pupils.

Basic understanding of grammar and structure is crucial to the success of language learning. Similarly, a minimum of relevant vocabulary is required to be able to communicate effectively. Therefore, one of our goals has been to design tips so that they help the pupils to practice understanding, being understood, and express themselves precisely in the target language, even with a limited vocabulary.

By looking at learning new words and grammar as part of a building set, we want to highlight how important these aspects are in language learning, while at the same time rendering them harmless to encourage more play and fun in education. As a result, we hope to contribute to better learning and inspire teachers and pupils to develop different ways of learning words and grammar than just the traditional method of learning by heart.

Play, movement, competition and creativity are great motivating factors in the classroom, which is why many of the tips are designed with this in mind. However, the tips can be easily adapted, and the different elements can be removed or added depending on what the teacher wishes to emphasise and what the class requires.

All classes are different, and one of our goals has been to design tips so that as many of them as possible can be used in one form or another in the vast majority of classrooms, regardless of language, year group and level.

*The Building Site* is the fourth booklet in the series of methodological tips published by the Norwegian National Centre for English and other Foreign Languages in Education. It is written in the same style as the booklet on reading, *Reading is Worthwhile*, the booklet on oral skills, *Loosen Your Tongue and Listen Up*, and the booklet on writing, *The Writing Workshop*.

Our tips are divided into two main categories: word learning and grammar. In addition, each of the two main categories is divided into different sub-categories to make it easier to find an appropriate activity. This division is simply meant as a guide and is not absolute, and many of the tips can also be used in other forms. For example, a group activity can also be carried out in plenary sessions, while a pair-activity can be carried out in groups. Perhaps several of the activities will also inspire language use and language learning that go beyond learning new words and grammar? All activities in this booklet are also digitally available on the Norwegian National Centre for English and other Foreign Languages in Education website.

We hope that *The Building Site* will motivate pupils and teachers to have fun when learning words and grammar in English and foreign languages, and that it will contribute to new and creative ways of learning and teaching.

Halden, November 2020

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## Four in a Row

A vocabulary version of four in a row where pupils revise important words.

### Duration:

30 minutes

### Proposed implementation:

- Together, the class and the teacher create a 7x7 grid of squares that includes Norwegian translations of relevant vocabulary. The teacher makes suggestions of important words to be included, and the pupils each make their own copy. Pupils may fill in their own words if they wish, as long as everyone knows what the words mean.
- The pupils compete against each other in pairs. Pupil A begins by selecting a square and saying the word in the target language. If the answer is correct, it gets crossed out. Then it is pupil B's turn to select a square.
- When one of the pupils has crossed out

four squares in a row, they win the game.

- The game continues until it is impossible to make more lines with four in a row.
- The pupil with the most rows of four wins.

### Adaptation:

Opponents can choose words for each other. If you manage to translate the word, you are allowed to cross out a square of your choice.

<del>sol</del>	sky	<del>regn</del>	storm
snø	<del>vind</del>	<del>himmel</del>	frost
temperatur	vår	<del>lyn</del>	torden
høst	varmt	kjølig	tåke

Skal dette ord  
settes?

## Word Dice

Pupils roll the dice to decide which words to translate.

### Duration:

15 minutes

### Proposed implementation:

- Together, the class creates a 6x6 grid of squares filled with Norwegian or home language words, preferably including both definite and indefinite articles. The teacher makes suggestions of important words, and the pupils each make their own copy. Pupils may fill in their own words if they wish, as long as everyone knows what the words mean.

- Pupils play against each other in pairs, and each pair is given two dice. Pupil A starts by throwing the dice. One dice determines the vertical axis, and one dice determines the horizontal axis. Without assistance and in the target language, the pupil must write down the word in the square that has been determined by the dice. If the answer is correct, the square is won. If the answer is incorrect, the square is still in play.
- When pupil A is finished, pupil B continues.
- The pupil who has the most correct words after ten minutes, for example, has won.



## Cowboy Duel

Pupils duel like cowboys and collect points by translating words or phrases as quickly as possible.

**Duration:**

15 minutes

**Proposed implementation:**

- The class and the teacher find words and phrases in the target language that are related to a particular topic, and the teacher writes them on the board.
- Each pupil writes down five of the words on five different sheets of paper with the translation on the reverse side.
- Pupils find a dueller, and the duellers stand back to back. Both duellers hold one of the five sheets of paper up in front of them with their word on the front. They then walk three steps apart while counting down — 'Three, two, one!' — in the target language. They then turn around as quickly as they can and translate the word on their opponent's sheet out loud.
- The pupil who says the word first gets the opponent's sheet. Pupils then find a new opponent, and the duel starts over.
- When the time is up, the teacher stops the activity. The pupil with the most sheets wins.





## Word Categories

This is a pre-reading activity that is well suited when introducing a new topic. Pupils find out the meaning of selected words in a text and divide the words into categories.

### Duration:

15-30 minutes

### Proposed implementation:

- The teacher selects a song, audio file, or video and picks out individual words, expressions, or phrases from the text that they display on the board.
- Pupils work in pairs. They write down the words from the board on pieces of paper (one word per piece of paper) and then place them in a pile.
- Pupils take turns pulling out a piece of paper and reading the word out loud. If both pupils already know the word, they write their initials on the piece of paper and place it in a pile. Unfamiliar words or words that only one pupil already knows are placed in another pile.
- Pupils then look through this pile together, preferably with the help of a dictionary.
- When pupils understand all of the words, they then spread out the pieces of paper from both piles on the table and divide them into at least two (preferably more) categories. They are free to decide which categories they would like to use.
- The teacher asks each group to briefly explain which categories they have chosen and why. This can take place in Norwegian.
- Finally, the teacher hands out the text or displays it on the screen and the class can start working on it.



Skal dette over  
settes?



## Vocabulary Roll

This activity involves rolling a dice in order to revise words and phrases that are related to a particular topic in different ways, then putting them into context.

**Duration:**

15 minutes

**Proposed implementation:**

- The class and the teacher choose a topic and write a list of words related to the topic on the board.
- The pupils are divided into groups. Each group is given a dice, pen, and paper.
- Firstly, one of the pupils in the group selects one of the words on the board and writes it down, without showing it to the rest of the group. The pupil then throws the dice. The task they have to solve with the selected word depends on the number shown on the dice. The other pupils then try to guess which word it is.

**If a pupil rolls a one:** Describe the word without using it.

**If a pupil rolls a two:** Draw the word.

**If a pupil rolls a three:** Find synonyms or say what you can do with what the word describes.

**If a pupil rolls a four:** Describe what you associate with the word.

**If a pupil rolls a five:** Mime the word.

**If a pupil rolls a six:** Find antonyms or say what you cannot do with what the word describes.

**Adaptation:**

The game can be played with and without points. For example, each correct answer is worth one point.



## Jeopardy

Pupils revise vocabulary in a reverse vocabulary quiz. Pupils are given a definition and must guess which word is involved.

### Duration:

30-45 minutes

### Proposed implementation:

- The teacher divides the class into groups of three to four pupils.
- Each group selects a category, such as activities, transport, weather, or locations.
- They select five words that belong to the category and write down a sentence that explains each of the words. They then rank the words from easiest to most difficult.
- The teacher gathers in the pupils' work and can either copy the table (see illustration) onto the board or type the questions into the digital tool called Jeopardy labs.
- The game now begins. The groups select a category and a score. Each group can only be asked one question at a time. The groups cannot select squares in the category they created themselves.
- When all squares have been used, the groups count their points, and the winner is announced.

Aktiviteter	Transport	Værmelding	Steder
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

**Skal dette over-  
settes?**





## One Word - Four Hints

A version of *Alias* with prepared hints. Pupils must guess as many words as possible in two minutes and receive a maximum of four hints per word.

### Duration:

15 minutes

### Proposed implementation:

- The pupils are divided into groups of four.
- They write (individually) one word in the target language at the top of a piece of paper. Below the word, the pupil writes four key words that describe the selected word. Each pupil should write on at least five pieces of paper. It is important that the class knows the words.
- The teacher gathers in the pieces of paper and distributes them to the groups so that each group has a pile of papers. Each pile is placed upside down in the middle of the table.
- Each group is divided into two teams, and pupils play 2 against 2. Each team gets two minutes to guess as many words as possible. Team A starts. One pupil gets to choose a piece of paper and reads out the key words, and the other pupil guesses what the word is. Pupils are also allowed to make sentences with the key words, but they are not allowed to use the word being guessed. After one of the pupils' guesses, they then switch roles. After two minutes, it is team B's turn.
- The teams receive one point per word. They are allowed to say 'pass', but they then get a minus point.



**Skal dette oversettes?**



## Time's Up!

In this version of Alias, vocabulary topics are revised in four different ways. The goal is to explain and guess as much vocabulary as possible.

**Duration:**

30 minutes

**Proposed implementation:**

- The class agrees on a topic and each pupil writes down five different words related to the topic, one word per piece of paper.
- Pupils play 2 against 2 in groups of four or six. They then gather their pieces of paper in a pile. They can use the same word multiple times.
- **First round:** Pupil A chooses a piece of paper from the pile and tries to explain the word without using the word in question. Pupil B must guess as many words as possible in one minute.

For each word the pupil guesses correctly, they receive a point and get to keep the piece of paper. It is then the turn of the next pair until the pile is empty. Pupils swap roles each round. The score for each round is written down.

- **Second round:** The pieces of paper are collected in a pile again and the procedure is repeated, but this time pupil A is only allowed to say one word to help pupil B guess the correct word.
- **Third round:** In this round, pupil A must mime, sing, or make sounds to help pupil B guess the word.
- **Fourth round:** This time, pupil A must help pupil B to guess by making a pose. Pupil A is not allowed to make sounds or move.
- The winning team is the one that gets the most points after the four rounds.

## Dictionary Race

This is a competitive word learning activity designed so pupils can practice difficult words and phrases. Pupils have to translate, remember the meaning of and explain the words to the others in order to earn points.

**Duration:**

15 minutes

**Proposed implementation:**

- The teacher selects individual words, expressions or phrases from a text that may be challenging for the pupils to understand.
- The teacher writes down the words in a list on the left-hand side of the board. The class is divided into small groups and the rest of the board is divided into as many columns as there are groups in the class.
- Pupils must work together in the group to find the meaning of the words. They are

allowed to access all available support materials.

- Once the pupils in the group understand a word, one of them runs to the board, crosses out the word in the list on the left-hand side, and writes down the word in the column belonging to the group.
- Once a word on the list is crossed out, it cannot be used by another group.
- Pupils continue until all the words on the list are crossed out and written in the groups' columns.
- The teacher then asks each group to translate and explain the words they have written in their column to the rest of the class. If they remember what a word means, they get a point. If they have forgotten what a word means, they get a minus point.
- The teacher goes through all the words, and the group with the most points wins.



## Our Ten Key Words

In this pre-reading activity, pupils are challenged to use their prior knowledge and prepare a common vocabulary related to a topic. The groups must agree on the ten key words that they think are most important.

### Duration:

30 minutes

### Proposed implementation:

- The teacher divides the pupils into groups of four. Each group is given an A3 sheet of paper to divide as shown below. Pupils place the sheet between themselves and are each assigned one of the outer sections.
- The teacher selects a text, song, or video and informs the class about the theme of the text, such as directions to get somewhere.
- Firstly, the pupils work individually. They must find words and phrases that they believe are important in order to communicate about the theme. They are free to use the textbook or a dictionary. Pupils

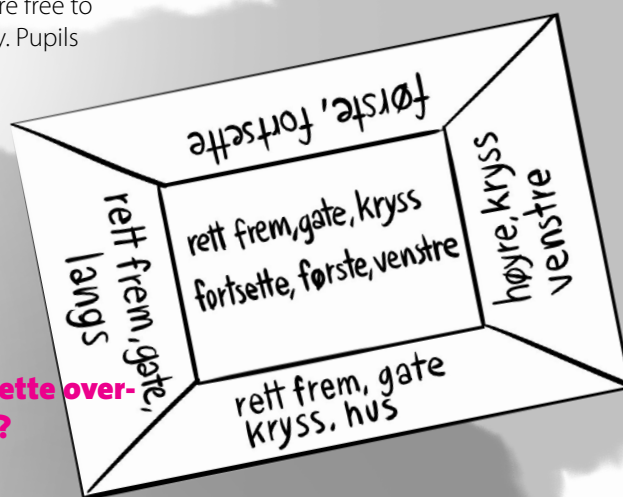
then write the words down in their own section on the sheet of paper.

- Next, pupils have to agree on the ten key words that they believe will appear in the text chosen by the teacher.
- They write the words they agree on in the middle of the A3 sheet.
- The teacher then asks the groups to present the ten key words they have chosen.
- The teacher reads or plays the text, and the pupils cross out the key words if they are mentioned.
- The group that wins is the one that had the most key words in common with the text.

### Adaptation:

The ten key words can be used as the starting point for a class discussion or for writing a text on the theme.

Skal dette over-  
settes?





## Double Up

In this game, inspired by the card game called Dobble, pupils must recognise the words that appear twice, regardless of shape and colour.

**Duration:**

15-30 minutes

**Proposed implementation:**

- The teacher selects 18 words in the target language that pupils have to learn or need to revise, and writes them on the board.
- Pupils then write down ten of these words on a piece of paper. They write the words in different colours, sizes, and directions. Each pupil fills at least five sheets of paper with ten words.
- The pupils are divided into groups of four. They gather their sheets of paper, mix

them together and place them in a pile.

- Each pupil is given one of the sheets from the pile and places it in front of them on the table.
- In turn, the pupils turn over the top sheet in the pile and place it in the middle. The goal for each pupil is to be the first to find a word that is written on both their own sheet and on the sheet in the middle. The word is spoken out loud and the pupil must point to where it is on both sheets of paper. The pupil who answers first gets the sheet in the middle and places it on top of their pile.
- The game continues until all the sheets are taken. The pupil with the most sheets in front of them at the end of the game wins.

## The Alphabet

A group activity where pupils must write down topic-based vocabulary in alphabetical order.

**Duration:**

15 minutes

**Proposed implementation:**

- The pupils are divided into small groups.
- The teacher suggests a topic and the class selects a letter of the alphabet as the starting point.
- The task is then to write down vocabulary associated with the topic, in alphabetical order. If the topic is a special holiday, and the class has chosen the letter A as the

starting point, the first two words have to relate to the chosen day. Pupils may skip difficult letters.

- Each word must be explained using a sentence about why it is relevant to the topic. For example: 'Advent is the period before Christmas' and 'Everyone loves baking cakes during the Christmas holidays'.
- The class goes through the answers together.

**Adaptation:**

After the activity, the words can form the basis for longer pieces of written, individual texts.





## Unique Words

Pupils compete to write down as many unique words as possible related to a familiar topic.

### Duration:

15 minutes

### Proposed implementation:

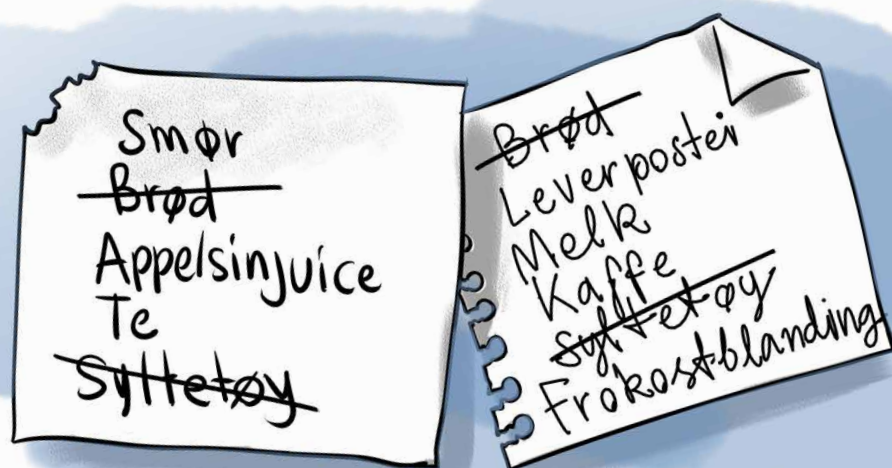
- The teacher writes a topic on the board that the class is familiar with.
- Pupils are divided into small groups.
- Each group writes down as many unique words as possible, i.e., words that they think the other groups will not write down. The words must be related to the topic, and pupils are not allowed to write down different forms of the same word. The teacher provides some examples of words that do not count as unique words, such as *car* and *cars* and *drive*, *drove*, *driven*. Pupils get five minutes to do this.
- One of the groups then starts reading out the word at the top of their list. If any of

the other groups also have this word on their list, they shout 'Stop!'. All the groups that have the word that was called out must cross it off their list.

- It is then the next group's turn to read from their list. The other groups must pay attention and shout 'Stop!' if they have the same word on their list.
- The winner can be announced when all the words have been read out and the groups have crossed out the words that they were not alone in having on their list: The group that wins is the one that has the most unique words.

### Adaptation:

The activity can also be carried out with the rules reversed, i.e., the groups write down all the words they think the other groups will write. The groups receive points if all other groups have the same word. The groups may write as many words as they want.



Skal dette over-  
settes?



## Listen for Your Word

A listening exercise based on a text, song, or video that can be used to prepare or revise important words.

**Duration:**

15-30 minutes

**Proposed implementation:**

- The teacher selects an appropriate text in the target language, picks out important words from the text and writes them on the board. The teacher may choose a familiar or unfamiliar text, which can be from the textbook or other sources, such as from a song or video.
- Pupils select one of the words from the board and write it down, without telling

anyone else what it is.

- The teacher reads out the text, and when one of the words on the board is read out loud, the pupil who has written it must stand up.
- Multiple pupils may have chosen the same word. If so, it is the first pupil to stand up.
- The same words may also occur several times in the text, which is why it is important to be on the alert until the teacher has read through the entire text.

**Adaptation:**

The game may also be played with more than one word per pupil, and the teacher may also divide the words between the pupils in order to create exciting duels.

## Question Loop

A topic-based writing, listening and pronunciation exercise in which question and answer cards are mixed and distributed throughout the class.

**Duration:**

30 minutes

**Proposed implementation:**

- Pupils in the class each create their own questions and answers based on specific words or topics. They write the question on one piece of paper and the answer on another.
- The teacher collects the pieces of paper and checks that they are good questions

with logical answers. They then put the question cards and answer cards in separate piles.

- The teacher hands out one question card and one answer card to each pupil. NB! A pupil mustn't receive the answer to their question!
- One of the pupils starts to read the question on the card to the rest of the class. The other pupils need to follow carefully. The pupil who has the correct answer on their piece of paper must speak up and read the answer out loud. Then, they proceed to read the question on their card to the class.
- Continue like this until all the questions are answered.



# I Packed My Suitcase and in It I Put ...

Many people are familiar with the game 'I packed my suitcase and in it I put ...'. It is a great way of revising words that are related to a topic the pupils have been working on. The game is easily adaptable by using other sentences such as 'In my house we have a ...' or 'Tomorrow I will buy ...'.

## Duration:

15 minutes

## Proposed implementation:

- The pupils are divided into groups of four or five. Each group stands in a circle.
- A pupil begins by saying the starting phrase in the target language: 'I packed my suitcase and in it I put ...'. The pupil adds one thing that he or she would like to take on a trip.
- The next pupil repeats the sentence and adds a new word in addition to the word already mentioned.
- This is how the game continues until one of the pupils either forgets one of the things being put in the suitcase, or can't think of any more things. The group writes

down the sentence and all the things they mentioned. Then, the pupil who stopped the sentence is allowed to start a new round.

- The teacher ends all the games and gathers the class. Each group reads out its longest sentence. The group with the most things in their suitcase wins.

## Adaptation:

After a sentence is written down, a new rule might be that the words in that sentence are not to be used in the new sentence. The groups can then compete for who has the longest sentence and the most sentences.

**Skal dette over-  
settes?**





## Who, What, or Where am I?

Pupils describe a person, an animal, an object, or a place. The other pupils must guess who, what, or where they are talking about.

### Duration:

15 minutes

### Proposed implementation:

- Pupils choose a person, an animal, an object, or a place associated with a particular topic. They write a brief description of the person, animal, object, or place on a sheet of paper without using the specific word. The first sentences should not reveal too much. At the bottom of the sheet of paper, they write the answer.
- The teacher gathers in all the texts and reads them out loud. For each text, pupils

write down the word they think the text describes on a piece of paper.

- Finally, the teacher reveals the correct answer, and the pupils who have guessed correctly get one point. They then show their answers to the rest of the class.
- The winner is announced when all the texts have been read out.

### Adaptation:

It is also a good idea to carry out the activity in smaller groups where one of the pupils has the role of reader. Academically strong pupils can then be placed in the same group and given a more advanced task. For example, they can describe something abstract, a historical person, or an invention.



**Skal dette over-  
settes?**

Jeg er et pattedyr,  
Jeg bor i Afrika,  
-Jeg er dyrenes  
konge





## Vocabulary Relay Race

A vocabulary relay race where several teams compete to translate vocabulary on the board.

**Duration:**

15 minutes

**Proposed implementation:**

- The teacher fills the board with different words and phrases in the target language and in Norwegian.
- The class is divided into two to four groups that gather in rows in front of the board.
- The teacher chooses one of the words on the board and says the translation or gives a definition of the word.
- The pupils standing in the front row must run to the board and touch the correct

word before the others. Each pupil has only one attempt, so it might be a good idea to think carefully and ask others in the group for advice.

- The teacher notes down one point for the group that touches the correct word first.
- The pupil who got the point chooses the next word and says the translation out loud to the pupils in the next row, while the pupils who have answered line up at the back of the queue in their group.
- This is how the relay race continues until all the pupils have been up to the board. The team that scored the most points wins.

## Draw the Word

Pupils create drawings of relevant words and link words and drawings together.

**Duration:**

15 minutes

**Proposed implementation:**

- The class and the teacher choose a topic and write a list of words related to the topic on the board. (more abstract words or words that are difficult to draw create the most fun).
- Each pupil selects a word and creates a drawing of that word. They also write the word down on a piece of paper.

- The teacher gathers in the drawings and the pieces of paper with the words on and puts them into two different piles, and then hands out one drawing and one piece of paper with a word on to each pupil.
- Pupils walk around the class and try to find pairs.
- When all the drawings and words are paired together, the class goes through them together. How do the words and drawings match?



## Verb Dice

This is a version of the *Word Dice* tip and can be used to practice verb conjugation.

### Duration:

15 minutes

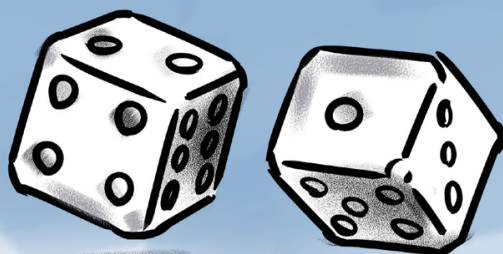
### Proposed implementation:

- The teacher hands out a piece of paper to each pupil.
- Pupils create a 6x6 grid of squares on the sheet of paper (see illustration below). Pupils fill in the squares with Norwegian verbs. They must be infinitive verbs and everyone must be familiar with them.
- Pupils get into pairs and exchange grids.
- Each pair of pupils is given two dice. One of the pupils throws the dice to find out which of the verbs in the grid they must conjugate. One of the dice determines the

vertical axis, and the other dice determines the horizontal axis. Then, the pupil throws one of the dice again to find out which pronoun the verb should be conjugated with (1 = 1st person singular, 2 = 2nd person singular, 3 = 3rd person singular, 4 = 1st person plural, 5 = 2nd person plural, 6 = 3rd person plural). The teacher decides which tense should be used when conjugating the verbs.

- Pupils take turns to roll the dice. When a pupil answers correctly, they label the square with their initial. The pupil with the most labelled squares wins.

	1	2	3	4	5	6
1	å bade	å dusje	å svømme	å trenе	å løpe	å spille
2	å lære	å lese	å skrive	å tegne	å kjøpe	å betale
3	å velge	å drikke	å spise	å lage	å bake	å fly
4	å kjøre	å reise	å sykle	å forstå	å spørre	å løse
5	å bytte	å vinne	å tape	å vandre	å synge	å danse
6	å sove	å se	å male	å høre	å gå	å svare



Skal dette oversettes?



## The Verb Wheel

Pupils create their own wheels of fortune to find out which verbs they have to conjugate and use to make sentences.

### Duration:

15 minutes

### Proposed implementation:

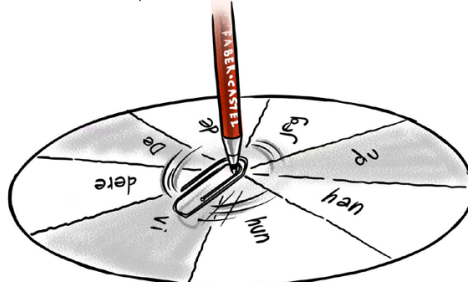
- Pupils work in pairs.
- The teacher hands out paper clips and sheets of paper with two circles on them that are divided into eight segments. Pupils are free to make the circles themselves if they wish.
- Each pair of pupils fills in the two wheels, one with eight infinitive verbs and one with eight personal pronouns.
- Pupils then spin their wheels of fortune and make a sentence containing the verb and the pronoun on which the paper clips have landed. The verb must be conjugated

in concord with the pronoun. The teacher decides which tense should be used when conjugating the verbs.

- After a few rounds, groups swap their wheels.
- The teacher walks around the classroom, listens to the sentences, and offers guidance when necessary. The activity ends when the teacher has visited all the groups.

### Adaptation:

This activity can also be carried out using digital wheels of fortune, such as Wheel Decide.



## Verb Fortune Teller

Pupils make a paper fortune teller that they use to revise verb conjugations.

### Duration:

15 minutes

### Proposed implementation:

- The teacher hands out square sheets of paper to all the pupils in the class.
- Pupils make their own paper fortune tellers. They choose eight verbs that they draw or write in Norwegian on the outside of the flaps. On the inside of the flaps, they write the translation and conjugation of the verb in all persons.
- When the pupils are finished, they walk

around the classroom and find a partner.

- Pupil A says a number between zero and ten in the target language. Pupil B counts to this number and shows the inside of the fortune teller. Pupil A chooses one of the flaps and translates the verb into the target language. Pupil B says a pronoun with which pupil A has to conjugate the verb.
- Pupil B checks the answer by lifting the flap. If the answer is correct, pupil A gets one point. They then switch roles.
- After both pupils have answered, they swap fortune tellers and find new partners.
- When the time is up, the teacher announces the class's master fortune teller, i.e., the pupil with the most points.



## Battle Ships

Pupils must correctly conjugate verbs in order to sink their opponent's ship.

### Duration:

15-30 minutes

### Proposed implementation:

- The pupils get into pairs. Together, they choose twelve verbs, and the task is to practice conjugating them in a specific tense.
- The teacher hands out a sheet of paper to each pupil with a 6x12 grid of squares on it. The top row of horizontal squares from one to six correspond to the personal pronouns (A1 = 1st person singular, A2 = 2nd person singular, A3 = 3rd person singular, A4 = 1st person plural, A5 = 2nd person plural, A6 = 3rd person plural). The twelve verbs are written next to the twelve vertical squares on the far left. They must

be infinitive verbs.

- Pupils place three ships in the grid by colouring three consecutive squares, horizontally or vertically. The two opponents must not be able to see each other's sheets.
- The goal is to find out the position of the opponent's ships.
- Pupil A selects the coordinates of a square and conjugates the verb in concord with the pronoun.
- If the conjugation is correct, pupil B checks this square on their grid and says whether it is empty or if it is coloured. If it is coloured, it represents part of a ship.
- If pupil A finds out that the square represents part of a ship, they draw a cross in the square. If it doesn't represent part of a ship, it is a good idea to mark it with a dot so that you don't ask about the same square multiple times.

Skal dette over  
settes?

<i>Mine skip</i>	Jeg	du	han/ hun	vi	dere	de
<i>å trene</i>						
<i>å jogge</i>						
<i>å drikke</i>						
<i>å reise</i>						
<i>å svømme</i>						
<i>å hoppe</i>						
<i>å lese</i>						
<i>å se</i>						
<i>å sove</i>						
<i>å spille</i>						
<i>å fly</i>						
<i>å løpe</i>						





## Five of a Kind

In this version of the card game called *Pig*, pupils get to practice vocabulary and parts of speech.

### Duration:

15 minutes

### Proposed implementation:

- The teacher hands out a piece of A4 paper to each pupil. Pupils cut the sheet into six equally sized pieces.
- Each pupil chooses a category and writes six words in the target language that belong to the category. For example, they can write down words in the same part of speech: six nouns, six adjectives, six different verbs conjugated in the second person plural, or one verb conjugated in the present tense for all six persons.
- Pupils form groups of four. They gather all their cards into a deck. The cards are shuffled and dealt out. Each pupil receives six cards.

- The goal of the card game is to become the first to collect six cards from the same category.
- Pupils check their cards without showing them to their opponents and choose one category to collect. They then choose one card they don't want to keep, and everyone counts to three at the same time in the target language and passes that card on to the person sitting next to them. The cards are passed on in the same way until a pupil has managed to get six cards from the same category.
- The first to get six cards from the same category has won.

### Adaptation:

After finishing the card game, the pupils can be given the challenge of having to use the words they have in their hand to create example sentences or to write a text.

**Skal dette over-  
settes?**





## Parts of Speech

The goal of this activity is to take a closer look at words and grammar associated with a topic. Pupils pick the text apart and place the words into parts of speech, such as nouns, verbs, and adjectives.

### Duration:

15-30 minutes

### Proposed implementation:

- The class lists different parts of speech and chooses four of them, such as nouns, verbs, adjectives, and prepositions. Other categorisation possibilities could be plural nouns, regular and irregular verbs, etc.
- Pupils create a table in which each column is a part of speech.
- The teacher hands out a text to the pupils. The text may be a familiar or unfamiliar one.
- Pupils are then tasked with reviewing the text and finding words that belong to the selected categories. They write the words in the correct columns in the table.
- After pupils have found five to ten words per category, the class reviews the suggestions together. The teacher challenges pupils to find out if any of the words in the same category have common characteristics, and explains any grammatical rules and exceptions.

## The Preposition Obstacle Course

The classroom is transformed into an obstacle course. Pupils instruct each other using prepositions of place.

### Duration:

15 minutes

### Proposed implementation:

- The pupils work together in pairs and write down all the prepositions of place they can think of, for example, in front, between, towards, below and above.
- Each pair of pupils creates an obstacle course that illustrates the meaning of five prepositions. They write down instructions that show how to complete the obstacle course using the prepositions from the list in the correct order.
- Two pairs of pupils meet and instruct each other regarding each obstacle.
- They complete each other's obstacle course, and the team gets one point for each obstacle that is correctly completed.
- The team that has the most points when time is up





# Sentence Composition

Pupils work on word order by creating sentences with posters that they hold up.

**Duration:**  
15 minutes

### Proposed implementation:

- Pupils are divided into groups. Each group decides on a sentence that illustrates a word order rule in the foreign language, such as the placement of adjectives in an affirmative sentence or verbs in a question.
- Each dependant clause is written down on a poster in large and bold letters.
- Afterwards, the teacher gathers in the sheets with the clauses that make up a sentence

and hands them out to one of the other groups. Each group is instructed to recreate the sentence by standing in the correct order and facing out towards the rest of the class showing their sheet.

- Pupils are then challenged to say which dependant clause they are and explain why they are standing where they are (word order).

### Adaptation:

It is possible to conduct more grammatical work by replacing or adding pupils/posters (dependant clauses), so that the sentence changes tense, gender or number. The class can be challenged to discuss how the changes affect the rest of the sentence.





# Call My Bluff

A get-to-know-you activity where pupils practice grammatical structures by telling funny facts about themselves that are either true or false.

### Duration:

15 minutes

### Proposed implementation:

- Pupils write down three sentences with information about themselves. They may include things such as their interests, personality, and things they have experienced. The sentences must be based on a specific grammatical structure, such as the past tense or negation. Pupils decide whether the sentences are true or not. The goal is to trick the others by giving true facts that seem false, and false facts that seem true.

- The class is divided into groups.
- Each pupil in the group takes turns saying the three sentences.
- The rest of the group has to guess whether the sentences are true or false.
- A pupil who bluffs without giving themselves away gets one point. A pupil who guesses correctly gets one point.
- Pupils switch groups and the procedure is repeated.

### Adaptation:

Those guessing can ask follow-up questions in the target language. Decide in advance how many questions pupils are allowed to ask.



**Skal dette oversettes?**





## Handy Info

This is a get-to-know-you activity where pupils get to practice asking and answering questions.

**Duration:**

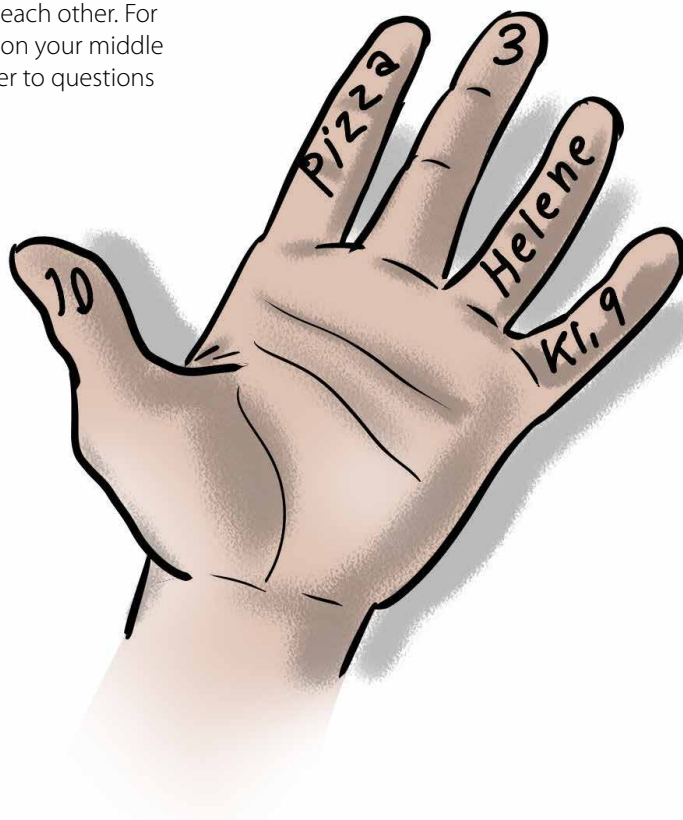
15 minutes

**Proposed implementation:**

- Each pupil is given an A4 sheet of paper by the teacher.
- Pupils are tasked with drawing an outline of their hand on the sheet of paper.
- On each finger, pupils write a word or number that is the answer to a question about themselves.
- The teacher shows the illustration above to the class and goes through examples of questions they can ask each other. For example, a number three on your middle finger might be the answer to questions

such as 'How many siblings do you have?', 'How often do you exercise?' and 'How many languages do you speak?'

- Pupils walk around the classroom with their sheets of paper and find a partner.
- Pupils ask each other questions until they receive one of the answers written down on their hand. They must answer all the questions using whole sentences.
- After both pupils have asked a question that matches one of the answers on their fellow pupil's hand, they change partners.
- After a while, the teacher ends the activity, and the pupils tell the rest of the class what they have learned about each other. This must be done in the target language.





## Quiz & Switch

An activity where pupils mingle and take part in a quiz in the classroom.

**Duration:**

30 minutes

**Proposed implementation:**

- The class and the teacher agree on a specific grammatical topic or theme. The class brainstorms good questions. The teacher writes the suggestions on the board. Based on the brainstorming, pupils write down their own questions on a piece of paper, preferably with answers.
- They then have to find a partner. Pupil A asks their question to pupil B, and pupil B answers. Then pupil B asks their question to pupil A.

- Once they have both asked their questions and answered, they switch pieces of paper and find a new quiz partner. (Seeing as pupils switch pieces of paper, they may receive the same question several times. This is not a problem and only helps to strengthen learning.)
- The activity ends when everyone has spoken to each other, or when everyone has spoken to a specific number of fellow pupils.

**Adaptation:**

A competitive element can be added, such as: Who manages to ask the most people? Who is the first to talk to everyone?





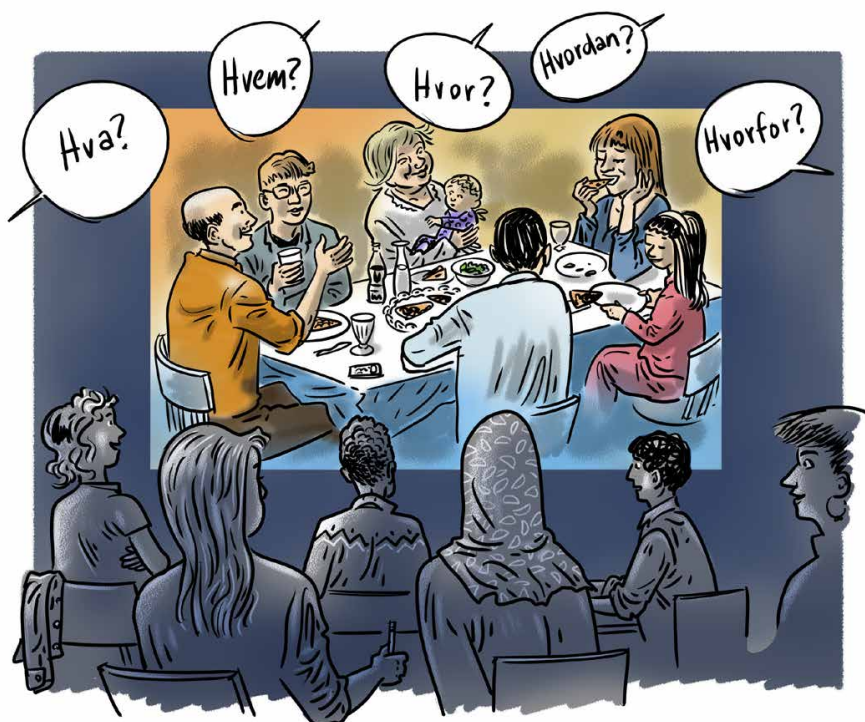
## Question Brainstorming

Pupils practice asking questions in order to get the most information out of a given picture.

**Duration:**

15-30 minutes

- Each pupil selects a picture that illustrates their own experiences, familiar places, or something cultural.
- Pupils write down five key words that they associate with the picture. The goal is to guess which questions the rest of the class will ask about the picture.
- The teacher displays all the pictures on the screen, and the class must ask questions about each of the pictures.
- One of the pupils selects a picture and asks a question about the picture. The pupil who owns the picture answers the question, and if the question can be linked to one of the key words, they can cross out this key word. They then ask another question about a different picture.
- The activity continues until all the pupils have contributed both questions and answers, or until a pupil has crossed out all their key words.



**Skal dette oversættes?**



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