



**Classroom language determiners review
(for classroom or teacher training use)**

Write _____ word in each gap	“a” goes before a consonant and “_____” goes before a vowel sound	Check your answers with _____ answer key	Do we have _____ homework this weekend?
Can I have _____ copy of the worksheet from yesterday?	You need _____ adverb, not _____ adjective	Read _____ tapescript and check your answers	Do you need _____ more information about the test?
For homework, please write _____ postcard to a friend.	How do you make _____ adverb from _____ adjective?	What’s _____ first letter?	Is there _____ homework for tonight?
Can I have _____ hint/ clue?	Put _____ article into each gap.	Look at the sentence in _____ middle of _____ board.	Did you have _____ questions about the last homework?
Take _____ card from the pack	We use “a” or “_____” when we mean one of many things	What’s _____ comparative form of “beautiful”?	Are there _____ words you don’t understand?
Now we’re going to play _____ game.	“Cheese” is _____ uncountable noun, so we can’t use “there are” or “s” with it	This sentence is _____ Present Simple tense	Do you have _____ questions?
Ask Jane _____ Yes/ No question.	Does anyone have _____ electronic dictionary I can borrow?	Have you all copied it down? Can I erase _____ board?	Do you need _____ more paper?



<p>“Going to” is used when you talk about _____ plan</p>	<p>Can anyone lend Juan _____ eraser?</p>	<p>You need _____ -ing form of the verb.</p>	<p>Does anyone have _____ scissors?</p>
<p>“Will” is used if you want to talk about _____ prediction</p>	<p>I recommend you use a pencil or _____ automatic pencil, not a pen</p>	<p>“I would like” is followed by _____ infinitive with “to”</p>	<p>Do you need _____ more time?</p>
<p>Bad news, I’m afraid. We will have _____ test on Friday next week.</p>	<p>“Buy” is _____ irregular verb</p>	<p>Spread _____ cards across _____ table</p>	<p>Do you have _____ spare leads for an automatic pencil?</p>
<p>Ask me _____ question about my weekend.</p>	<p>We use Present Continuous for _____ arrangement, for example _____ appointment</p>	<p>Take _____ card at _____ top of _____ pack</p>	<p>There isn’t _____ homework this week.</p>
<p>I have _____ question about the grammar</p>	<p>I can’t understand people with _____ American accent</p>	<p>What is _____ past participle of “fly”?</p>	<p>Why don’t we do _____ writing in class?</p>
<p>There is _____ mistake in the second line.</p>	<p>Is “friendly” _____ adjective or _____ adverb?</p>	<p>Throw _____ dice</p>	<p>There isn’t _____ space to write your answers in the textbook.</p>
<p>Is “fly” _____ noun or _____ verb?</p>	<p>There is _____ error at the end of the email.</p>	<p>Make a question from _____ word in the next square</p>	<p>Do _____ of the words here have four syllables?</p>



Teacher's/ Trainer's notes

Cut up one pack of cards per group of two to four people (if there are too many cards, for example if that will make the games or explanation too long, just cut off a few rows from the bottom and throw them away). There are three games you can play with it, with the first being a good preparation for one of the other two and the third being the most challenging and fun:

1. Classification race- *Teams race to put all the cards into the correct column by whether A, AN, THE or ANY goes in the gap. If they need help, tell them that each column should have an equal number of words, then tell them how many mistakes they have made in each column. When one team has finished or they have all run out of time, give them a photocopied version of the worksheet to check their answers.*

2- Pelmanism- *The players spread the cards across the table face down and try to pick two which have the same word missing, putting them back in the same place if they are wrong.*

3- Snap- *One person in each group deals out the cards face down. Without looking at them first, players take it in turns to turn over the cards and place them face up on alternate packs on the table. The first person to shout "Snap!" when two cards which match come up can take all the cards that are face up on the table, but anyone who shouts "Snap!" when the cards don't match has to give two cards to each of the other players as a punishment. The player with the most cards at the end of the game is the winner.*

Further language analysis and practice

Ask them to divide the cards into ones usually said by the teacher and ones usually said by the students, then ask them to improvise short dialogues using some of those phrases.

In teacher training sessions, ask trainees to practice explaining the games you played before to each other. The works even better if different groups played different games and so the person listening really doesn't know the game being explained to them, but to do that you will have had to give them written instructions, take them into different rooms to explain the games, or take people outside the classrooms to explain the games and have them explain to their teams when they get back in.

Note

It is virtually impossible to make this many sentences where only one article is possible, so allow other possible answers but ask them to think about which of the possible sentences is most common in classroom interactions.