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**Rhyming Challenge**

**Category**: Speaking Drill (can also be done as a writing game)   
**Group size**: Divide the class into small groups (up to six per group)  
**Level**: Intermediate to Advanced  
**Materials**: None   
**Preparation**: None aside from some examples for your demonstration

**How to:**

* Divide the class into approximately six students or less per team.
* Write up six words per team on the board, or just write up six words for all teams to work with.
* Allow two or three minutes for students to huddle together in a group and come up with a word that rhymes with each of the words on the board and a specified sentence type containing that word. The rhyming word can be part of the sentence or at the end of the sentence.
* Time this and let students know when one minute has passed and when there are only thirty seconds left. This puts a little pressure on to add an element of fun and increase the focus.

* When the time is up, a student from team one reads out his or her rhyming word and sentence.
* Award a point for a correct rhyming word and three points for a correct sentence.
* Move swiftly round the teams with each team member taking a turn to give a sentence.
* Do not stop to correct sentences mid-game; tell those students to come and write the sentence on the board and at the end of the game let the class correct all the inaccurate sentences.
* It should take a minute or two to hear all the sentences and award the points to keep the game moving.

**As a variation**, don't allow students to write down their sentences while working in groups during the limited time period. By playing without writing, you force students to think up and memorize sentences. For best use of this as a speaking drill, tell the students exactly what sentence formation you want them to create with the rhymes for the given words.

**Here is an example for lower intermediate students:**

Target structure: simple past.

Words: bought, ran, ate, pen, car, walked.

Example sentences:

Bought: He *taught* English. (part of the sentence)

Ran: She made a *plan*.

Ate: She had to *wait*.

Pen: He counted to *ten*.

Car: They walked *far*.

Walked: They talked and *talked*.

**Here is a difficult example for the present perfect:**

Target structure: present perfect tense.

Words: hat, pen, chair, house.

Example sentences:

Hat: She has eaten *that*.

Pen: We haven't seen any *men*.

Chair: I've been to the *fair*.

House: The *mouse* has run away. (part of the sentence)

This is difficult because of the present perfect requirement combined with the rhyme.

Before assigning a specific task, try doing it yourself to determine the level of difficulty.

**Why bother** do this activity? Adding the element of rhyme makes the activity enjoyable, instead of just being a boring grammar exercise.

**A tip for the students** is first to brainstorm together the words that rhyme and then see which ones fit well into sentences using the target structure.

Adapted with permission from Shelley Vernon.

<https://www.amazon.com/Shelley-Ann-Vernon/e/B00LZT28DW%3F>