**Tic Tac Question the Answer**

Students play a *tic tac toe* game in which they form questions based on answers.

- a. Draw a tic tac grid on the board and fill it in with short answers to questions:

<table>
<thead>
<tr>
<th>Yes, we have.</th>
<th>No, she hasn’t.</th>
<th>Yes, he did.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I didn’t.</td>
<td>Yes, I have.</td>
<td>No, it hasn’t.</td>
</tr>
<tr>
<td>No, they haven’t.</td>
<td>Yes, he has.</td>
<td>No, we didn’t.</td>
</tr>
</tbody>
</table>

- b. Divide the class into teams. Give each team a mark: X or O.

- c. Have each team ask a question for an answer in the grid. For example:

  X Team: Have you done your homework yet?
  Yes, I have.

- d. If an answer is appropriate and is stated correctly, that team may replace the answer with its team mark. For example:

<table>
<thead>
<tr>
<th>Yes, we have.</th>
<th>No, she hasn’t.</th>
<th>Yes, he did.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I didn’t.</td>
<td>X</td>
<td>No, it hasn’t.</td>
</tr>
<tr>
<td>No, they haven’t.</td>
<td>Yes, he has.</td>
<td>No, we didn’t.</td>
</tr>
</tbody>
</table>

- e. The first team to mark out three boxes in a straight line—either vertically, horizontally or diagonally—wins.
Tic Tac Grammar

Students play a *tic tac toe* game based on a grammar structure.

a. Have students draw a tic tac grid on a piece of paper and fill it in with the following verbs:

<table>
<thead>
<tr>
<th>buy</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>swim</td>
</tr>
<tr>
<td>give</td>
<td>take</td>
</tr>
<tr>
<td>get</td>
<td>wear</td>
</tr>
<tr>
<td>go</td>
<td></td>
</tr>
</tbody>
</table>

b. Call out the past participle of any of these verbs. Tell students to cross out any present tense verb on their grid for which you have given a past participle form.

c. The first person to cross out three verbs in a straight line—either vertically, horizontally, or diagonally—wins the game.

d. Have the winner call out the words to check the accuracy.
**Mystery Conversations**

Students create conversations, and others guess the situation.

a. Divide the class into pairs.

b. Write the following conversational framework on the board:

   Have you __________ed yet?


c. Write roles such as the following on word cards and give one to each pair of students:

   - a parent and a child
   - a teacher and a student
   - two neighbors
   - a wife and a husband
   - a boss and an employee
   - two friends
   - a nurse and a patient
   - a brother and a sister


d. Have each pair create a short dialog that begins “Have you __________ed yet?” The dialogs should be appropriate for the roles the students have on their cards.

e. Have each pair present their dialog to the class. Then have the other students guess who the people are: Are they friends? Is a teacher talking to a student? For example:

   **[parent–child]**
   A. Have you cleaned your room yet?
   B. No, I haven’t. But I’m going to clean it tonight.
   A. Well, please don’t forget. I’ve already asked you two times.
   B. Don’t worry. I won’t forget.

   **[boss–employee]**
   A. Have you typed those letters yet?
   B. Yes, I have. I just finished typing them a few minutes ago.
   A. Can I see them, please?
   B. Certainly. Here they are.

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