

## **Vocabulary Activities**

### **WORD CARDS**

**Objective:** Recycle previously learned vocabulary.

**Age:** From sixth grade and above

**Level:** Any

**Interaction:** Pair, group or individual.

**Class Time:** Whatever time there is while other groups are finishing an exercise. Alternately, you can do this as a full class activity, and give out sets of cards to the entire class which has been divided into pairs or groups.

**Preparation/Time:** You just need the words you wish the students to review. It is better if you have the words on card so they can be handed out to students. (Note: If you have the words on cards, then they can be recycled in many ways.)

**Procedure:** Give each pair/group/student a pile of words and they can do any of the following:

1. Put them face down and take turns to define the words so the other students can guess the word on the card. If they don't know the word on the card, they put it back and take another.
2. Put cards face down. One student picks up a card and makes a sentence using the word. Next student takes a card and has to continue to make a story, building on the first sentence and incorporating their word. This continues.
3. One student in teacher role 'tests' the other students giving definitions of the words and the others have to say what the word on the card is.
4. Put cards face up. Student picks a card and gives a definition. The others decide if it is correct or not.
5. Put cards face down and a student picks up a card and has to mime the meaning so the others can guess.
6. Put cards face down and a student picks up a card and has to draw the meaning so the others can guess.
7. Put cards face up and students put them in order according to their favourite words.

**Variation:** Groups/pairs write a test (having distributed the words among them) for the other pairs/groups. This test can be in the form of matching definitions, filling in gaps, matching pictures and words, etc., but is written and corrected by the students. They then keep a copy of the tests as a record of the vocabulary.

### **WORDBUILDER GAME**

**Learning Objective:** To introduce a topic /To revise vocabulary.

**Age:** From sixth grade and above

**Level:** Any

**Interaction:** Teamwork

**Class Time:** 5 minutes

**Preparation/Time:** Teacher divides board in 2 (draw a line down the center of the board) and writes the same word vertically on each half of the board.

**Procedure:** Divide the class into 2 teams. Show students the word and, if necessary elicit the theme / topic. One student from each team, in turn, comes to the board and writes a word connected to the theme. The student's word must include one of the letters from the teacher's word. For example, if the theme is 'Jobs', the teacher writes the word EMPLOYMENT on the board vertically. Students have to write the names of jobs beginning with 'E' (Engineer), ending in (judgE), or including any of the letters (hairdrEsson), around the vertical word. It is not necessary to start with the first letter (E): students can choose whichever letter they want.

## **WORD STORIES**

**Objective:** Revise previously introduced vocabulary.

**Age:** From seventh grade and above

**Level:** Intermediate and higher

**Interaction:** Normally done in groups but can be done in pairs.

**Class Time:** 15-20 minutes

**Preparation/Time:** 2 minutes (finding the best words from the previous lesson/s).

**Procedure:** The teacher puts 3-6 words on the board that are typically difficult. Students work in groups to invent a story. The teacher can give each group a number to make identification easier in the response part of the activity. The teacher circulates to confirm that they are using the words correctly. Afterwards, volunteers can read their stories/teacher gives feedback on words that are still causing trouble or gives additional examples. While students read their stories to the class, the other students can either fill in a rubric or answer a question that the teacher asks before the reading begins. (See sample questions and rubric below.)

**Variations:**

1. Give each group of students different words.
2. Students can change groups after inventing a story and they report their stories to the new group.

**Possible questions** (listening students should write the answers):

1. Name one way the other student's story is the same as or different than yours.
2. (Have the reader pause.) What do you think the ending will be?
3. Would you have ended the story this way? Why?
4. If using variation #1, have the listening students write down the words that they hear (from the list of words they're recently learned and are reviewing).
5. Alternately, the teacher can distribute the complete word list and have the students write the group's number next to each word they hear that group use. (This is better than just checking off the words, because an inattentive student can do that randomly.)

Names / Group Number of Students Telling the Story	Name one way the other students' story is the same as or different than yours.	What do you think the ending will be?	Would you have ended the story this way? Why?
1.			
2.			
3.			
4.			
5.			
6.			