

PAROLE, PAROLE, PAROLE

1- TOPIC BINGO

Class divided into 2 groups. Group 1 decides on a topic for Group 2 and writes 10 words related to that topic on post-it notes.

Group 2 is given the topic and has to talk about it for 5 minutes. Every time they mention any of the words written on the post-it notes, that post-it note is stuck on the person who mentioned it and the group scores a point.

2.- 15 WORDS- 3 HEADINGS – Vocabulary presentation or review. SLIDE WITH THE 15 WORDS!!

The teacher will give the students 3 headings and dictate to them 10/15 words. Then the words will be presented on slides to check their spelling. The students will have to classify them under the heading they think they belong to. How? By using imagination. Then the teacher will define all the words but very quickly. The students will not take any notes at this stage, but listen to the teacher. Then the students will have a second opportunity to re-organize the words under their headings.

At the beginning of the next session, the teacher will give the students gapped sentences to complete with these words.

“He spent a lot of time washing the dishes and now that he’s got a _____ he doesn’t know what to do with his free time”

“It was high time to change her _____. She always woke up with a terrible backache”

As a follow up: MATCHING SYLLABLES or SYLLABLES CHAIN

All the new words that appear either during a lesson, a week or a term will be collected, cut up into syllables and kept in a bag. This can be done by the teacher or by the students five minutes before leaving the classroom.

These syllables will be equally dealt among the students when entering the class. The teacher will also participate and stick the first syllable on the board. The students will stand up and continue sticking their syllables to make words.

3.- PASSWORD

Like the show on TV- A student has a list of 10 words. He/ she has to make their partner guess the words one by one but only by giving 1-word clues (no sentences are allowed). If the partner guesses the word with the first clue they get 3 points, with the second 2 and with the third 1.

4.-WIRRWARR – SHOW SLIDES. CARDBOARD WITH 1-23

Usually misspelt words. 2 Teams. First 1 choice out of 2, then 1 choice out of three or for homework. **See copies enclosed.**

5.- LIFE SCRABBLE

When entering the class the teacher offers the students a bag with letters, they will pick up seven. The student that can make the longest word out of some of their seven letters, stick it on the board/wall. The teacher will say: scrabble time! Several times during the course of the lesson, any student having the possibility of forming a letter will stand up and add any of their letters to make words. By the end of the class, the students will tell the teacher the number of letters they didn't get to use. The student with the fewest letter will be the winner.

6.- CIRCLE THE WORD

Lots of words written on the board

Class divided into 2/3 groups, each of them holding a chalk with a different colour

The T' gives definitions of the words randomly and SS have to run to the board and circle the word. The winner is the first one circling it.

VARIATION 1-

Same procedure with **antonyms**/ synonyms, phrasal verbs... - The teacher will define the **antonym** of the words written on the board.

VARIATION 2-

2 groups- speaking + fill in the gaps. One of the SS' has to start talking and make a pause when they want to use one of the words written on the board- the other students have to circle the corresponding words

7.- GUESSING THE WORD

The teacher will define a word and when any of the student thinks they know what the defined word is, they will stand up and write the first letter of it, and so will the rest of the students do, when knowing what the word is. Every student writing will score a point if the letter they add corresponds to the word the teacher has defined.

The student writing the last letter of the word, will define the next word.

The points here are scored individually.

8.- 2 OUT OF 4 with a maximum of 3 (number of syllables)

This game can be played in pairs or dividing the class into 2 groups. Each group has an empty 4 x 5 grid.

Definition	Stars/Ends	Use it for	Goes with
		eating	oil
	L - F		tree

You can use other categories

The first word was: olive – the second was leaf etc.

Each group/student chooses 5 words and the opposite team has the chance of initially choosing 2 categories to guess the word and score 2 points, if they need a third one, they will only score 1 point.

9.- WRITE IT!

The teacher writes on the board recently learnt vocabulary and grammar structures and assigns a certain number of points to each of them. Students are given 10 minutes to create a piece of writing in their groups and get as many points as they can by using these words. Once the activity has been checked, the teacher will collect the pieces of writing to “play” with their mistakes in following sessions (e.g. auction sale)

You can use other categories

The first word was: olive – the second was leaf etc.

Each group/student chooses 5 words and the opposite team has the chance of initially choosing 2 categories to guess the word and score 2 points, if they need a third one, they will only score 1 point.

10.- TOKENS

The alphabet is distributed into colours: Yellow a-b-c-d, green e-f-g-h.... . Minimum three groups to make it more competitive. Every time a group will form a word by using the colours. The first person/group decoding the colour code and guessing the word will be the winner and have the chance of forming the next word.

11.- One letter changes the message – Gapped text

Teacher dictates a text with gaps and starts reciting the alphabet mentally until stds say stop. The letter where the teacher stops at will be the beginning of the words the students have to use to complete the text in a logical way. When a group finishes, every one will have to raise their pens and stop adding words.

The new text will be read aloud and the possible repetitions by more than a group will not be considered.

The teacher will keep a record of the letters used and will continue in next classes with the same text, until the alphabet finishes.

12.- WHY TABOO?

Another way of playing taboo is playing why taboo, here all the words that in a normal taboo cannot be used, have to be used to describe a word. For instance:

SCISSORS: harmless, wood, blunt, feet, useless, write.

Chinese: almond eyes, meat, tall,

13.- HILFE

The class will be divided into pairs. Each pair will get a word to define in 1 minute. They will define the word in such a way that one student in the pair will start describing the word without giving too many clues and will shout "HILFE" when this definition is becoming too obvious, to give the other person the chance to finish the definition within the time. The students guessing the word will always score one point, whereas the chances for the pair defining the word are different; if any student guesses it while the first person is speaking they will only score 1 point, but if both of them manage to define the word using up this 1 minute they will score 2 points. If by any chance they see that the time is finishing and nobody is guessing it, they have to hurry up by giving synonyms or an easy definition for the other students to guess it in the given time: 1 minute.

The aim of the game is to use up the 1 minute to describe the word.

14.- MIMING, DRAWING, DEFINING! And mouthing!

Class divided into 2/3 groups. A die with symbols for drawing, miming or defining. A SS rolls the die and depending on the symbol they get, they have either to draw, mime or define the word the teacher gives them (from the pack of word to be reviewed) and the other group has to guess it.

If they do, they score 2 points and the other group 1, if they don't the teacher will decide whether the student's performance either by defining, miming or drawing deserves a point too, but the other group won't get any point.

We hope you enjoy doing these activities with your classes as much as we did sharing them with you!

"We live and breathe words."

[Cassandra Clare, Clockwork Prince](#)

María Antonia and Silvia
TESOL-SPAIN

1.-	A.- ABSENSE	B.- ABSENCE
2.-	A.-ACCOMODATE	B.- ACCOMMODATE
3.-	A.- POSESS	B.- POSSESS
4.-	A.- ACQUAINTANCE	B.-AQUAINTANCE
5.-	A.- RYTHM	B.-RHYTHM
6.-	A.-BEGINNING	B.-BEGGINING
7.-	A.-MISPELL	B.-MISSPELL
8.-	A.-COMMITED	B.-COMMITTED
9.-	A.-DRUNKENNESS	B.-DRUNKENESS
10-	A.-JEWELERY	B.-JEWELRY
11-	A.-OCCASIONALY	B.-OCCASIONALLY
12-	A.-VACCUM	B.-VACUUM
13-	A.-LIGHTNING	B.-LIGTHNING
14-	A.-EMBARRASS	B.-EMBARASS
15-	A.-EXAGGERATE	B.-EXAGGERATE
16-	A.-MILLIONAIRE	B.-MILLIONNAIRE
17-	A.-HARRASS	B.-HARASS
18-	A.-MILENNIUM	B.-MILLENNIUM
19-	A.-TYRANY	B.-TYRANNY
20-	A.-TWELFH	B.-TWELFTH
21-	A.-PREFERRING	B.-PREFERING
22-	A.-STIRED	B.-STIRRED
23-	A.-MATTRESS	B.-MATRESS

Answer key: (For A-B possibility)

1.-b, 2.-b, 3.-b, 4.-a, 5.-b, 6.-b, 7.-b, 8.-b, 9.-a, 10.-b, 11.-b, 12.-b, 13.-a, 14.-a, 15.-b,
16.-a, 17.-b, 18.-b, 19.-b, 20.-b, 21.-a, 22.-b, 23.-a

USUALLY MISSPELT WORDS

1.-	A.- ABSENSE	B.- ABCENSE	C.- ABSENCE
2.-	A.-ACCOMODATE	B.- ACCOMMODATE	C.-ACOMMODATE
3.-	A.- POSESS	B.- POSSES	C.- POSSESS
4.-	A.- ACQUAINTANCE	B.-AQUAINTANCE	C.-ACQUAINTENCE
5.-	A.- RYTHM	B.-RHYTHM	C.-RHYTM
6.-	A.-BEGINING	B.-BEGINNING	C.-BEGGINING
7.-	A.-MISPELL	B.-MISSPELL	C.-MISSPEL
8.-	A.-COMITTED	B.-COMMITTED	C.-COMMITTED
9.-	A.-DRUNKENNES	B.-DRUNKENESS	C.-DRUNKENNES
10-	A.-JEWELERY	B.-JEWELRY	C.-JEWELRY
11-	A.-OCCASIONALY	B.-OCASSIONNALLY	C.-OCCASIONALLY
12-	A.-VACUMN	B.-VACCUM	C.-VACUUM
13-	A.-LIGHTNING	B.-LIGTHNING	C.-LIGHTING
14-	A.-EMBARRASS	B.-EMBARASS	C.-EMBARRASH
15-	A.-EXAGERATE	B.-EXAGGERATE	C.-EXAGERATTE
16-	A.-MILLIONAIRE	B.-MILLIONNAIRE	C.-MILIONNAIRE
17-	A.-HARASH	B.-HARRASS	C.-HARASS
18-	A.-MILENNIUM	B.-MILLENIUM	C.-MILLENNIUM
19-	A.-TYRANY	B.-TIRANNY	C.-TYRANNY
20-	A.-TWELTH	B.-TWELFH	C.-TWELFTH
21-	A.-PREFERRING	B.-PREFERING	C.-PREFFERING
22-	A.-STIRED	B.-STIRRED	C.- STIRERD
23-	A.-MATRES	B.-MATTRESS	C.-MATRESS

Answer key:

1-c 2-b 3-c 4-a 5-b 6-b 7-b 8-c 9-a 10-c (but jewellery in GB)
11-c 12-c 13-a 14-a 15-b 16-a 17-c 18-c 19-c 20-c 21-a 22-b 23-b