

Definitions

ACTIVITY TYPE

pairwork information transfer through description

LANGUAGE FOCUS

definitions
relative pronouns:
somewhere, something, somebody/someone

LEVEL

3

AGE RANGE

11–12

TIME

30 minutes

MATERIALS

a copy of the *Definitions* worksheet per pair of pupils, real objects to practise definitions: *scissors, a pen, a spoon, etc.*

Before class

Make a copy of the *Definitions* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

In class

- Revise or pre-teach the vocabulary and the structures in the worksheet. First hold up a pen and ask *What do you use a pen for?* to elicit *You use a pen to write.* Ask *What do you use scissors for?* to elicit *You use scissors to cut paper.* Drill the structure as follows:
 - Mime using different objects and say the name as a prompt. For example, mime cleaning your teeth and say *a toothbrush* to elicit *You use a toothbrush to clean your teeth.* Do the same with the following:
 - a towel* *You use a towel to dry your hands.*
 - a spoon* *You use a spoon to eat soup.*
 - a knife* *You use a knife to cut (meat).*
- Repeat the procedure to describe different places. Ask *Why do you go to a library?* to elicit *You go to a library to look at/read/borrow books.* Ask *Why do you go to a supermarket?* to elicit *You go to a supermarket to buy/get food.* Drill the structure by saying the name of a place as a prompt: *a park, a hospital, a museum, a cinema, a theatre, a bus stop, a train station, etc.*
- Ask *What's a pen?* to elicit *It's something you use to write.* Ask *What's a spoon?* to elicit *It's something you use to eat soup/cereal.* Ask *What's a supermarket?* to elicit *It's somewhere you go to buy food.* Continue mixing objects and places. Ask individual pupils to give you a definition.
- Say *Listen. What's this? It's something you eat. It's a fruit. It's big, hard and round. It's brown on the outside and white in the middle. It's got milk in it.* to elicit the answer *A coconut.* Say *It's something you eat. It's white and you put it in your tea or on your cereal.* The first pupil to give the correct answer (*sugar*) comes to the front of the class. You whisper a new word, e.g. *banana*, for him or her to define for the class to guess.
- Ask *What's a teacher?* to elicit *A teacher is somebody who teaches pupils.* Say *Listen. What's this word? It's somebody who works in a kitchen. He or she prepares food.* The first pupil to give the correct answer (*a cook*) comes to the front of the class. You whisper a new word, e.g. *doctor*, for him or her to define for the class to guess.
- Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that they must define the things and people in the pictures, but they must not say the word and their partner must not see the pictures.
- Pupils take it in turns to define their pictures for their partners to guess and write down on their worksheet.
- Circulate to monitor and prompt.
- Correct the activity collectively. Individual pupils define the words while others give the answers. Write these on the board.

Extension

Pupils think up four more objects or people and write them in their notebooks. They describe each one for their partners to guess.

A

Describe these to your friend.
You mustn't say the words.

1



2



3



4



Listen and write the words.

1	2
3	4

<

B

Describe these to your friend.
You mustn't say the words.

1



2



3



4



Listen and write the words.

1	2
3	4

Give me a clue

ACTIVITY TYPE

team game

LANGUAGE FOCUS

definitions, descriptions

LEVEL

3

AGE RANGE

11–12

TIME

30 minutes

MATERIALS

a copy of the *Give me a clue* worksheet per class, stuck onto card and cut up into 35 cards

Before class

Make a copy of the *Give me a clue* worksheet per class, stick it onto card and cut it into 35 cards.

In class

- 1 Pre-teach or revise the vocabulary on the worksheet. Do this by defining the object, e.g. *It's a fruit. It's long and yellow. What is it?* to elicit *It's a banana*. Practise using definitions with *something that* and *somebody who*, e.g. *It's somebody who works in a hospital. It's something that we use to write*, etc.
- 2 Divide the class into teams of four to six players. Give each of the teams a name, e.g. A, B, C, D, etc.
- 3 Place the cards in a pile face down on the table and explain the rules of the game by example:
 - A member from the first team (A) comes to the front of the class and takes a card.
 - He or she tries to explain the word at the top of the card to his or her team. He or she can use the three words at the bottom of the card to help, but cannot say the word at the top.
 - Set a time limit. The other members of his or her team must guess the word within this time. Each team member is only allowed to make one guess (*It's a ...*). Encourage pupils to use a variety of question forms they know to identify the person or object, e.g. *Can he/it ...? Has he/she/it got a ...? Does he/she/it ...?*, before they make their guess.
 - If the team guess the word correctly, they get two points. If they cannot guess the word then the next team (B) has an opportunity to guess it for one point.
 - A player from the next team (B) comes to the front of the class, takes a card and continues.

Option

At a later stage, the game can be played again, but this time pupils have to define the word at the top of the card without using any of the words on the card to help them. Give points as above.

Extension

In groups, pupils make ten new cards. Each card must include the main word and three related words underneath it.

<u>apple</u> fruit green or red round	<u>armchair</u> sit living room sofa	<u>banana</u> long yellow monkey	<u>toothbrush</u> clean teeth bathroom	<u>leaves</u> tree green brown
<u>shoe</u> foot wear sock	<u>supermarket</u> shop buy food	<u>moon</u> night sky star	<u>ear</u> listen head two	<u>aunt</u> family mother sister
<u>football</u> sport kick ball	<u>birthday</u> happy party presents	<u>beach</u> sea holiday swim	<u>photo</u> picture camera film	<u>crocodile</u> water long teeth
<u>fish</u> river sea swim	<u>frog</u> small green jump	<u>sandwich</u> picnic bread cheese	<u>forest</u> country trees green	<u>dress</u> clothes girl wear
<u>rain</u> water cloud wet	<u>cupboard</u> bedroom clothes toys	<u>pencil</u> draw write pen	<u>cow</u> animal farm milk	<u>television</u> watch programme living room
<u>milk</u> white fridge drink	<u>flowers</u> beautiful plants garden	<u>orange</u> colour red yellow	<u>kite</u> toy fly park	<u>giraffe</u> tall animal neck
<u>hair</u> head curly short	<u>evening</u> afternoon night dinner	<u>carrot</u> food long orange	<u>park</u> play children grass	<u>grandfather</u> family father old

7.3

ACTIVITY

That's mine!

BOX

Who's it for?

Pre-intermediate level and above.

How long?

15-20 minutes.

How many?

Any class size; minimum of six.

What's it for?

Listening; speaking; describing and identifying objects by shape, material, texture, pattern, colour.

Language needed?

Have you got ...? What's it like?; it's made of ...; square, round, oblong, triangular, floral, striped, spotted, plain, long, short; it's got

Preparation

Make a copy of a large **That's mine!** picture for each student. Copy enough of the small **That's mine!** pictures so that each object in every large picture has a small picture to go with it. If, for example, there are 24 students in your class, you will need four copies of the sheet of large pictures and four copies of the sheet of small pictures. Arrange the pictures into five piles: large pictures, sharpeners, rubbers, pencils, and pencil cases. Then make new groups of five pictures with one from each pile. Make sure that the objects in the small pictures are not in the large picture.

In class

- 1 Divide the class into pairs. Give each student a set of five pictures which you arranged before the lesson: one large picture, one sharpener, one rubber, one pencil and one pencil case.
- 2 Explain that when students left school yesterday, they all took the wrong things home with them. They now want to get their own things back; these are the things in the large picture.
- 3 Students get their own things back by asking other students if they have any of their things and describing them in detail. If any student has a small picture which matches the description in their partner's large picture, they must give it to the real owner. Students mingle and move on to other partners until they have found their four missing objects.

Advice

If your students cannot cope with pattern and shape, you can simplify the activity by colouring the objects. If you do this, mount the pictures on card and cover them with plastic so that they can be used several times over a period of time; otherwise the preparation involved outweighs the usefulness of the activity.

If you do not trust your students not to look at each other's pictures during the activity, make it a rule at the beginning that they must stand back to back while they describe what they have lost.

This activity is suitable for classes of over 24 if you have enough space for students to mingle. If space is limited, tell half the class to remain in their seats while the other half move around.



