

Don't say it!

This is an activity which both revises vocabulary from recent lessons and challenges learners to use more sophisticated language in speaking. No preparation is necessary as the learners themselves decide which words and expressions they want to revise.

Four little words

- 1 Give each learner (for example) four slips of paper. Ask them to look through their coursebooks and / or notebooks and find four vocabulary items from recent lessons which were new to them, write one of these items at the top of each slip of paper, and underline it.
- 2 Next, learners think of four words which they connect with each vocabulary item and list them underneath. It's a good idea to write an example on the board so learners can see what you want them to do. For example, here are four examples with vocabulary from the opening units of *English Unlimited Pre-intermediate*:

culture shock

- country
- travel
- strange
- different

sign up

- register
- course
- school
- study

boil

- cook
- water
- potatoes
- kitchen

fare

- taxi
- pay
- money
- meter

- 3 Put learners into pairs. Collect in all the slips of paper, shuffle them, then give eight back to each pair so that they now have a mix of their own words and those chosen by other members of the class.

They should put the slips in a pile, face down, between them.

- 4 In pairs, learners take turns to pick up a slip and try to explain the underlined word at the top. There are three rules:
 - they can't show the slip of paper to their partner
 - they can't use the underlined word itself
 - they can't use any of the other four words listed underneath

If you already have an example or two on the board from Stage 2, you can demonstrate the activity using these.

If learners find any words they don't know or aren't sure of during the activity, they should put these to one side.

- 5 When the activity is finished, collect in any slips with words which the learners didn't know. Don't say the word. Explain the meaning of each word yourself. At this stage, you can use the other words on the slip if you feel this is necessary to give a clear explanation. Then see if anyone in the class can tell you the word you explained. At least one learner should be able to! As you go through the words, write them on the board and ask learners to write them down.