

## Using the wordlists: some teaching tips

Here are some ideas for activities using the unit-by-unit wordlists. Some of these activities can be used with the lists for any unit, others may only work with specific unit lists. You should double check to make sure the list you use will work with a particular activity.

### 1 Anagrams (suitable for any unit)

- A Create anagrams and give them to students to solve.
- B Put the students into teams and give each team a list of anagrams. See which team solves them all fastest.
- C Revision: Give different lists of words to different students and ask them to create anagrams to pass to another student to solve.

### 2 Writing stories round the class (suitable for most units)

- Give pairs of students a word from the list (nouns, verbs, adjectives and adverbs work best).
- Write the first sentence of a story on the board.
- Invite the class to develop the story one sentence at a time; each pair should use the word they have been given to create a sentence when the chance arises.

### 3 Writing stories and letters (suitable for most units)

- Give individuals (or groups of up to five students) a selection of words to incorporate into a story or letter. (You can suggest that it will be clever to use other words from the unit in addition to the five allocated.) If this is done as homework, check the work before proceeding.
- Now ask students to read their work to the rest of the class.
- The rest of the class have to spot the words each student (or group) was given.

### 4 Mime games (suitable for Units 1, 3, 8)

- Give pairs or small groups of students a word each and ask them to mime it for the rest of the class to guess. The person who guesses must spell the word correctly.

### 5 Word trees (suitable for Units 1, 4, 7, 8, 9, 11, 13, 14, 18, 29)

- Divide the class into small groups. Give each group a different set of about 8–10 related words and ask them to construct a word tree, then copy it onto a large piece of paper/card.
- Fix the resulting 'posters' on the walls of the classroom and leave them there for a day or two. Tell students they will be tested on the words later.
- Take down the posters.
- Put students in the same groups and give each group a key word from another group's tree.
- Ask them to try and reconstruct the tree from memory. When they have done as much as they can, let students from the different groups get together to help each other.
- Put up the original posters for them to check against.

## 6 Word webs (suitable for Units 1, 2, 4, 5, 15, 18, 23, 25, 27, 29)

- Write a key word (e.g. *sport, shopping, music*) in the centre of the board and then draw concentric rings round it. Invite students to think of related words from the unit in the book, or you may decide to allow related words from any unit. Write one kind of word for each ring. For example, the first ring might be places, the second ring verbs, the third ring things, as applicable.
- Draw a line between the words in each ring, so that you end up with something like a spider's web with words in the spaces, as in this example:



- Ask students to study the web, either in class, or by copying it and taking it away.
- Note the number of divisions in each circle so that you can reproduce it later.
- Next lesson, reproduce the lines of the web on the board and ask students to take turns to supply a word for each space.

## 7 Labelling photos, plans, maps etc. (suitable for Units 5, 7, 9, 13)

- A Ask students to bring in photos of their house, or the building or street where they live. Ask them to stick the photo on the middle of a sheet of paper and label as many things in it as they can, using the wordlist.
- B Ask students to make a plan of their house, or their ideal home. Ask them to stick it on the middle of a sheet of paper and label as many things in it as they can, using the wordlist.
- C Ask students to bring in photos of themselves or a celebrity they admire. The photos must show the whole of the person. Ask them to stick the photo on the middle of a sheet of paper and label as many parts of the body in it as they can, using the wordlist.
- D Provide maps of the neighbourhood of the school, or where students live, or the city centre and ask students to mark and label the buildings, parks, sports grounds etc., using the wordlist.
- E Provide a map of the world or a geographical map of a region and ask students to identify features such as *continent, ocean, border*, etc., using the wordlist.
- F Ask students to find/download a map of a city they have visited or would like to visit and mark places from the wordlist.
- G In international classes, ask students to download a map of their home area and mark places from the wordlist.

## 8 Using TV programmes (suitable for Units 2, 13, 14)

- If your class are all familiar with a particular soap or other series on local TV, try this without warning them beforehand. Be prepared to supply words not on the wordlist as necessary.
- Put students in small groups and ask them to write a brief description of the people or rooms in the programme from memory, using the relevant wordlist. Take in the descriptions.
- Ask the students to watch the next episode and observe the people or rooms.
- Next lesson, give back the descriptions they wrote and ask them to add as much as they can.

## 9 Writing dialogues (suitable for Units 4, 7, 8, 9, 15, 16, 20, 22, 23, 25, 26, 30)

- Give pairs of students a set of about five related words from a wordlist and ask them to incorporate them into a dialogue which they will read to the rest of the class.
- The rest of the class have to spot the allocated words, so suggest that it will be clever to use other words from the unit in addition to the five you gave them.

## 10 Definition dictation (suitable for most units)

- Give the students an opportunity to study a list of words and their definitions (in class or for homework).
- Then make sure they cannot see the list. Read out the definitions in a different order and ask students to write the words defined.

## 11 Definitions (suitable for any unit)

- For easier, more concrete words: put the students into teams and give each team a list of definitions. See which team is first to come up with the words for the definitions.
- For more difficult words: put the students into teams and give each team a list of words and, in a separate list, give them definitions in the wrong order. See which team is first to match the words with their definitions.

## 12 Word Snap (suitable for any unit)

- Copy/Print the individual words onto one set of small cards and their definitions onto another (different coloured card for words and definitions will be helpful, but you can mark them W and D on the back, for example, if you only have one colour of card). Shuffle the two sets of cards separately and let small groups of students play *Snap* with the words and their definitions.

## 13 Word Pelmanism (suitable for any unit)

- Make sets of words and definitions as for *Word Snap* (see above) for between 10 and 20 words.
- Shuffle the two sets together. Place all the cards face down on the table (in rows for an easier game, randomly for a more challenging one). Students play in small groups, working individually or in pairs.
- Each student (or pair) turns over one word card and one definition card at a time. If the definition matches the word, they pick up the pair of cards and keep them. If not, they turn them face down again in the same place. The next student (or pair) does the same thing, and so on. If anyone claims a word and definition that do not match, they miss their next go.
- Students should try to remember the position of the cards they have seen in previous turns. The aim is to collect as many pairs of words and definitions as possible.
- Note: This game can be made more challenging by using the same colour card for both words and definitions.

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## 14 Translation (suitable for most units)

- For monolingual classes with bilingual teachers. Translate the target words into the students' mother tongue. Give them a separate list of definitions (in English) and the translations (not in the same order).
- First ask students to match the definitions to the words in their mother tongue, then ask them to provide the English words. This is a useful exercise for students whose mother tongue is not similar to English and who have particular problems with remembering vocabulary and spelling.