

## Definition bingo Units 1 – 4 Teacher's notes

**Level:** Intermediate (equivalent to CEF level B1)

**Aim:** To revise and recycle a large group of vocabulary items.

**Vocabulary:** The activity can be used with any group of vocabulary items.

**Note:** As well as being useful for general revision, this activity can be used as a warmer to recycle new vocabulary from a previous lesson, or at the end of the lesson to recap on any new vocabulary encountered/presented during the class.

### Preparation:

1. Either write the words from the wordlist on the board or make a copy of the wordlist worksheet for each pair or group of three students in the class.
2. Copy and cut out one bingo card for each pair or group.

### Procedure:

1. Put the students into pairs or groups of three. Ask them to look at the words in the word list and choose nine words they remember well.
2. Students prepare definitions for the nine words which do **not** include the word itself (or any words deriving from it). You may want to provide a model definition of one of the words as an example.
3. Give the groups a copy of the bingo grid. Ask the students to write their nine words in the bingo grid, one word for each box.
4. Explain that you are going to play bingo. Students will hear the other students' definitions of words from the word list. If the word is on their card, they can cross it out. The first pair/group to cross out a line of three consecutive boxes wins the game. When a pair or group have crossed out a line of three words, they must shout out 'Bingo!'.
5. Each group takes it in turn to read out one of their definitions. The other students must listen in silence and if the word is on their card they can cross it out. The group which reads out the definition **cannot** cross out the word on their card, so as the game develops they will need to be careful as to which word they choose to define.

Note: Keep a record of the words which are defined as they cannot be repeated.

6. Continue the game until one of the pairs/groups has a line of three. Check their words against yours and ask them to recall the definitions. If you want you can continue the game to establish second and third place. Alternatively you can ask the students to prepare another grid and start over again.

### Variations:

1. You could ask the students to brainstorm the wordlist from previous classes, or ask them to choose 25-30 words from recent lessons in the book and write them on the board. Alternatively ask them to turn to one of the language reference pages in the Student's Book and choose words from the word list.

2. For a shorter version, suitable as a warmer or closer, you could drop stage 2 and provide the definitions yourself.