

## Words in sentences Units 5 – 8 Teacher's notes

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

### Introduction & aim

This activity provides the opportunity to recycle a large amount of vocabulary in the form of a game. The rules of the game encourage students to take a few risks as they play around with the language. It is a collaborative activity which encourages students to share ideas and learn from others' mistakes. It can be used with practically any set of vocabulary, but worksheets have been provided here for use with *Straightforward* Intermediate. The activity will last a minimum of 30 minutes, but the precise time needed will depend on the size and level of the class.

### Preparation

- 1 Copy a sufficient number of worksheets so that there is one for every group. You will be dividing the class into groups of between three and eight. Think in advance about how you want to divide the class up (i.e. in terms of ability, confidence, motivation, etc.). The word lists on the worksheet contain important, high-frequency words (two stars and three stars) from the corresponding four units of the book.
- 2 Make sure that your blackboard/whiteboard is clean from the previous class!

### Procedure

- 1 Divide the class into groups and distribute a worksheet to each group. Check that everybody understands the rules of the game.
- 2 Give the class four or five minutes to begin working. Then ask one group to send one of their members to the board. This person will write a sentence that their group has prepared.
- 3 When the students are working in their groups, they should be using their imagination *and* discussing what combinations are possible in English. With monolingual groups, you may decide to allow them to talk in their mother tongue.
- 4 Tell the group if the sentence is correct (and give points) or incorrect (and explain what kind of problem it is, but do *not* correct the mistake(s)).
- 5 Give everyone a little more time before asking someone from the next group to come to the board to write a sentence or to correct a sentence that is already there.
- 6 Continue in this way until you or/and the students have had enough! If any words remain that haven't been used, provide examples yourself of how they could be used.

### Variations

- You can get the students to prepare the activity in advance by telling them the day before that they are going to have a vocabulary test. Give them the list of words, but do not tell them how you are going to ask them to use them.
- Adapt the word list! Feel free to change items or add to (or reduce) the total number of words.
- Instead of copying word lists, you could dictate a set of words. You could then tell the students to check their spelling in the word lists of the Language Reference pages of *Straightforward*.

- You could consider making changes to the scoring system (e.g. by giving bonus points for sentences that are particularly interesting, or by awarding penalty points for disciplinary reasons).
- Instead of getting students to write their sentences on the board, you could ask them to read their sentences aloud. If you do this, you may want to insist on correct pronunciation of the target words.