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MOVING ON



PRIMARY VOCABULARY

Active adjectives



ACTIVITY TYPE

whole class TPR and crossword

VOCABULARY FOCUS

basic adjectives: big, small, tall, short, fat, thin, young, old, happy, sad

LEVEL

2

AGE RANGE

9–10

SKILLS

reading and writing

TIME

40 minutes

MATERIALS

a copy of the Active adjectives worksheet per pupil, prompt cards with adjectives written on them

Before class

Make a copy of the *Active adjectives* worksheet for each pupil and one set of prompt cards with the adjectives ('big', 'small', 'tall', 'short', 'fat', 'thin', 'young', 'old', 'happy', 'sad') written on them.

In class

Mime each of the adjectives in turn, asking your class to copy you and repeat the word. fat: rounded bent knees, arms rounded at your sides like handles of a cup and cheeks puffed out

thin: legs straight together, arms straight by your sides and cheeks sucked in tall: arms straight above your head, legs straight together and on tiptoe short: legs together and bent deeply at the knees, arms straight by your sides big: straight legs spread as far apart as possible, arms stretched as far apart as possible above your head, forming a star shape

small: kneeling or squatting on the floor, curl up into a ball with your head tucked in young: mime cradling a baby in your arms and make baby crying noises old: mime an elderly person walking with a bent back, one hand on your back and holding an imaginary stick with shaky hands happy: grin widely and laugh

sad: mime crying with a downturned mouth and rub your eyes

- 2 Drill the above mimes as a whole class and then play a game by calling out the adjectives as prompts which pupils mime. Go faster and faster to catch pupils out. Pupils who respond incorrectly sit down and watch. Practise the game several times before playing to get a winner.
- **3** Write the adjectives on the board and ask individual pupils to spell them aloud. Pupils copy the adjectives into their notebooks.
- 4 Draw the following on the board



and write 'g b i' beside it.

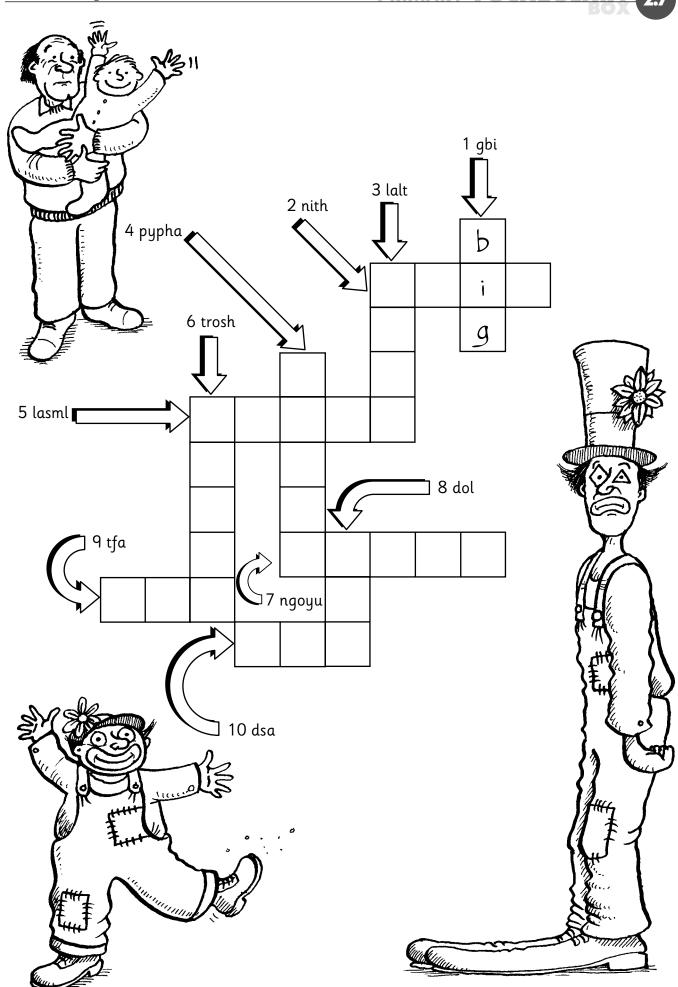
- **5** Mime the adjective 'big' to elicit a verbal response.
- **6** Say Can you spell 'big'? Write the word in the squares on the board as your pupils dictate it to you, crossing out each letter of the anagram as you do.
- **7** Give a worksheet to each of your pupils and ask them to complete the crossword in the same way.
- **8** Circulate to monitor and help.
- **9** Correct the crossword orally. Ask pupils to spell the adjectives as you write them on the board.

Extension

Play a whole class game. Ask a pupil to come to the front of the class, read a prompt card silently, and mime the adjective for the other pupils to guess. The pupil who guesses the adjective can come up to the front to mime the next word.

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Active adjectives



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57

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FLYING HIGH



PRIMARY VOCABULARY

Word spider

ACTIVITY TYPE

individual collocations puzzle

VOCABULARY FOCUS

do, play, have and collocations (see key below)

LEVEL

3

AGE RANGE

11-12

SKILLS

reading, writing

TIME

20 minutes

MATERIALS

a copy of the *Word spider* worksheet per pupil

Before class

Make a copy of the Word spider worksheet for each pupil.

In class

- 1 Revise or pre-teach the necessary vocabulary (see key below for the list of words).
- **2** Explain the task by example on the board:

do	play	have

a shower

table tennis

some work

Say *Do a shower?* in a questioning tone of voice, to elicit the response *No.* Repeat with *Play a shower?* to elicit the response *No* again. Finally say *Have a shower?* to elicit the response *Yes*, and write 'a shower' in the column under 'have'.

Repeat the process with *table tennis* and *some work*, to elicit *play table tennis* and *do some work*. Explain that these are pre-made combinations (and, if you wish, tell them that they can be called 'collocations').

- **3** Give each pupil a copy of the Word spider worksheet.
- **4** Ask pupils to complete the worksheet by writing the words in the appropriate spider, depending upon which verb they combine with.
- **5** Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- When pupils have completed the task, ask them to correct it, first by comparing their sheets in small groups, and then collectively writing the answers on the board.

Key

do: the housework, the dishes, an exercise, a project, the cooking, the shopping, your homework, a crossword

play: the piano, volleyball, the guitar, a game, tennis, football, basketball, the violin have: a bath, breakfast, dinner, a sandwich, a holiday, lunch, a rest, a party

Extension

In groups of three to four, pupils write sentences about each spider with their corresponding verbs, e.a.

'Danny did the housework yesterday.'

'Polly plays the piano on Mondays.'

'Harry has a rest after lunch.'

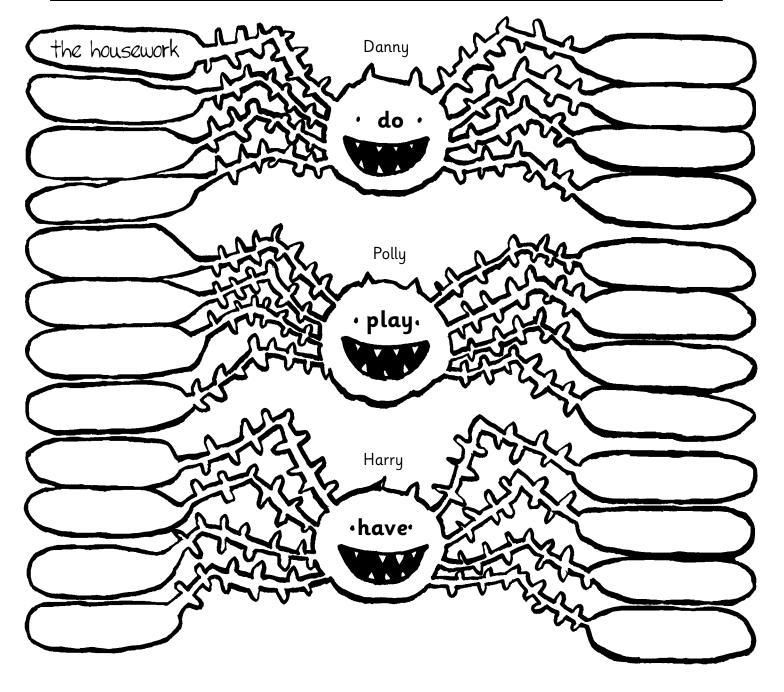
Set a time limit (ten minutes). Correct collectively. Groups read their sentences aloud for you to write on the board.

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Word spider



Put these words with the correct verb.			
the housework 🗸	breakfast	lunch	
the dishes	a game	the shopping	
the piano	dinner	basketball	
volleyball	tennis	a rest	
an exercise	the cooking	your homework	
a project	football	the violin	
a bath	a sandwich	a party	
the guitar	a holiday	a crossword	



87